DOCUMENT RESUME

ED 146 757 EC 103 064

AUTHOR	Hopkins, Mary A.; Brock, Robert J.
TITLE	Menomonie/UW-Stout TMR Program: A Vocational/Life Function Performance Based Criterion Referenced Curriculum.
INSTITUTION	Menomonie Public Schools, Wis.; Wisconsin Univ. - Stout, Menomonie.
SPONS AGENCY	Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE	Nov 77
NOTE	300p.
EDRS PRICE	MF-$0.83 HC-$15.39 Plus Postage.
DESCRIPTORS	Community Role; *Curriculum Development; Daily Living Skills; Elementary Secondary Education; Mentally Handicapped; *Performance Based Education; *Program Descriptions; *Trainable Mentally Handicapped; *Vocational Education; Work Study Programs

ABSTRACT

Described in the discussion draft is a performance based criterion referenced curriculum for teaching vocational skills to trainable mentally retarded (TMR) students which was developed jointly by the University of Wisconsin at Stout and the Menomonie Public School Administration. Explained in the introduction are three evaluation inventories in the areas of adjustment, behavior, and skills. A section on needs analysis lists questions on the student population, parental reaction, teaching staff and operational plan, facilities and materials, community resources, and the evaluation procedure. The following section, on facilities and materials, includes ratings of current program items and a suggested procedure for purchase proposal. Parental contacts, meetings, tours, presentations, and the advisory committee are discussed in the section on public relations. Reported in the section on community employment are objectives and procedures related to the community occupational survey, the TMR program introductory letter and survey, personal contact with employers, and job analysis. Considered in the section on evaluation are the evaluation format, the evaluation process, work evaluation, the design of "work skills" evaluation forms, sample work evaluation, work adjustment, and the complete evaluation form (for adjustment, behavior, and skills). The final section on the TMR curriculum in vocational education examines instruction goals, scheduling for individualized instruction, instruction content, and a sample curriculum. Appended are brief descriptions of various work batteries and an evaluation of their suitability for use with TMR students. (DB)

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MENOMONIE/UW-STOUT
TMR PROGRAM

A VOCATIONAL/LIFE FUNCTION PERFORMANCE BASED CRITERION REFERENCED CURRICULUM

BY

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Cover drawings were produced by students in this project.

ACKNOWLEDGEMENT

Gratitude is extended to the following people for their support in the development of the TMR Vocational Training Program. The Wisconsin Department of Public Instruction Consultants (Alverna Robinson and Preston Smeltzer) provided initial leadership and approval for the project. Appreciation is extended to the Special Education Staff at the University of Wisconsin-Stout and the Menomonie Public School Administration for their cooperative effort on behalf of the program. The TMR Teaching Staff, Vocational Development Center Staff, practicum and intern students, the Department of Vocational Rehabilitation, and Youth Association for Retarded Citizens, and the TMR Advisory Board have made substantial contributions. Special appreciation is extended to Pamela Mueller for her literary and typing skills.

The TMR Vocational Training Program utilized a coordinator/ curriculum specialist that was hired on a split contract between the Menomonie School District and the University of Wisconsin--Stout. The University side of this project was reponsible for the creation of the materials presented in the following chapters; however, the curriculum and evaluation materials could not exist in a relevant format without the cooperation, involvement, and pilot efforts made within the TMR Training Program. In a very real sense, it has been the individual students in the TMR Program that have shaped this program. We are grateful for their involvement and trust that this work will have an impact on other students.

M.A.H.
R.J.B.

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1.0 INTRODUCTION

The Menomonie Public Schools/University of Wisconsin--Stout Trainable Mentally Retarded Program (MSTMR Program) was an experiment designed to utilize the unique opportunities available in the local education agency (LEA), i.e., Menomonie Public Schools, and a university program in special education (vocational emphasis) at the University of Wisconsin-Stout. The "special mission" of UW-Stout with its focus on vocational preparation helped provide a departure point for the program somewhat differently from that of other TMR programs. UW-Stout is nationally recognized as a leader in the fields of vocational education, vocational rehabilitation, and special education. From the integration of these three areas along with special project funding from the Wisconsin Department of Public Instruction, the MSTMR Program was created.

Initially, the project staff reviewed research findings and descriptions of other TMR programs in an effort to establish programmatic guidelines. However, because the program hoped to utilize a unique approach, an important decision was made at an early stage of the MSTMR Program, that is, we decided to be influenced as little as possible by information obtained outside of our program. Moreover, the staff wanted to design a program which would utilize the unique strengths of UW-Stout and develop an innovative model independent of more traditional programs.

Unlike Alice (remember the comment to Cheshire-Puss, "I don't much care where, so long as I get somewhere."), the MSTMR staff knew the direction they wanted the TMR Program to take. Coming from an orientation of vocational education, vocational rehabilitation, and career special education, it was only natural to extrapolate the goals of a secondary TMR Program into vocational and life function terms. The primary goal became:

> To the maximum degree of feasibility, provide appropriate training, rehabilitation, and guidance that will enable the student to develop his/her maximum potential in areas which will directly benefit his/her ability to live a productive and self-sufficient life.

To operationalize the goal, it was necessary to design a series of instructional objectives with performance criteria. The student performance criteria was essentially a test which when satisfactorily passed (criterion level) denoted that the student had achieved and demonstrated mastery of the specific competencies specified in the instructional objectives. The performance test became then, the basis for evaluation (entrance level skills, enroute checks, and terminal behaviors) and instruction, i.e., directing instructional activities towards the attainment of performance skills.

The actual development a performance based curriculum did not follow a sequential pattern; rather, several components were developed simultaneously. Naturally it would have been advantagious to have everything ready when the students started the school year; however, the magnitude of the project precluded that arrangement. The development did follow a conceptual model presented in Figure 1, and it is this model that requires a more detailed examination.

The conceptual sequence presented in Figure 1 is a needs based model directed at the program's primary goal. Point A (analysis of vocational/ life function skills necessary to live a productive and self-sufficient life - primary goal) is temporal and transitory. The skills and behaviors necessary to adequately function in the early 1900's have changed dramatically when compared to those needed today. All indicators suggest that the skills and behaviors required in the future will become increasingly complex, thereby increasing the gap between TMR and "normal" students. It is important to note that the curriculum model assumes change and, has a self-cleaning aspect designed to keep the curriculum relevant.

Given an analysis of transitory vocational/life function skills, a set of instructional objectives were developed stipulating the overt behaviors deemed necessary to perform those skills (Step B - Figure 1). The behaviors were then ordered into a record system that resembled a discrete behavioral checklist. The checklist was behavior specific and discrete rather than parametric, requiring the observer or evaluator to make "yes/no" decisions pursuant to the occurance of the specified behavior. The behaviors contained in the checklists (presented in Chapter 6) are sequential and represent a wide range of behavior from almost zero involvement to mastery. Although the evaluative checklists may appear massive and unworkable, they are necessary to provide the instructors with small increment behavior specific information. This information (Step D) determines the (a) entry level of students on the behavior spectrum, (b) the skills and behaviors the student will learn, and (c) evaluative data indicating the function teaching had with respect to student attainment of the skills and behaviors specified.

In a very real sense, the behavior checklists become the basis for each student's IEP (Individualized Educational Program - Step E). Discussions regarding grouping of students, i.e., individuals needing specific instructional intervention, are made from a solid data base. The instructors design and sequence learning experiences necessary for student advancement on the evaluation checklists. The problems associated with deciding "what to teach" are resolved, thus freeing the teachers to express their creative art in designing educational experiences which promote learning. Real or imaginery barriers standing in the path of learning are reduced, and the educational team focuses on the learning process.

Mastery of the behaviors and skills specified in the evaluation checklists lead to the primary goal. The placement of program graduates in the least restrictive and most beneficial environment provides relevant feedback to the checklists. As a result of placements and enroute evaluations, the behavior checklist becomes updated, bringing the conceptual sequence full circle.

In curriculum design, the designer is generally torn between providing too little or too much information. Typically, curriculum designers opt for nebulous and very general goal information. Quite often, the curriculum is so ambiguous that it provides little or no direction for the instructor. Curriculum designs which contain reams of information have most often been marketed as a "learning program" with a plug-them-in auto-tutorial component. The curriculums which reside in boxes or cans, usually disregard the specific needs of teachers and students. A viable solution is both simple and complex or, simply complex. In other words. before you jump into a landscape of what may appear to be an unworkable encyclopedia of meaningless behavior specific statements (Chapter 6), be sure to take along a roadmap and compass. The following sections of this chapter contain and explain the roadmaps and compass.

The primary goal of developing students towards his/her maximum potential in areas which will directly benefit his/her ability to live a productive and self-sufficient life is the programmatic compass and benchmark. All questions regarding the relevance and appropriateness of materials and experiences are measured from the primary goal. Activities not moving students towards the primary goal are rejected.

Just as a map is a simple visual representation of a complex landscape, the three profiles, ME-A, ME-B, and ME-S - see Figures 2, 3, and 4, are summative representations for the entire behavior specific evaluation and curriculum. The MSTMR evaluation and curriculum is divided into three areas, Behavior, Skills, and Adjustment. The items and boxes presented in ME-A, ME-B, and ME-S, are referenced to behavior specific statements in Chapter 6. The information summarized on the three profiles represents an extremely complete picture of (1) the developmental tasks necessary to achieve the primary goal; (2) the specific skills, behaviors, and adjustment performances to be evaluated; and (3) the direction learning should take after entry level is determined. Because of the high number of evaluative items and possible combinations, the likelihood of any two students receiving the same print-out on the three profiles is virtually non-existent (p.000.000.000.06).

The three profiles (figures 2, 3, and 4) present and summarize information contained in the complete evaluation and curriculum (Chapter 6). Just as a map indicates specific movements, that is, only one part of the map is used at any given time, so it is that a student's progress would be indicated by a narrow range of enroute moves. The profiles allow the instructors to focus upon relatively narrow spectrums of behavior, thus making the instructional process manageable. The following three sections examine briefly the three profiles.

1.1 ME-A - Menomonie Evaluation Inventory - Adjustment

The student Individualized Educational Profile (IEP) is presented in Figure 2. This profile deserves special attention since it is structured to achieve several objectives. First, the adjustment areas are developmentally organized from simple to complex behaviors. The adjustment goals for mastery are stated in behavior specific terms and are indicated by task items. As the student demonstrates mastery, the task number item for that behavior is crossed out. Thus, the teacher is presented with entry level behavior after the first evaluation. Subsequent evaluations can be done in different colors to represent a visual performance gain. This solid behavioral specific data base can be used for instructional intervention and student/teacher accountability.

1.2 ME-B - Menomonie Evaluation Inventory - Behavior

The student Individualized Education Profile (IEP) for ME-B is presented in Figure 3. The ME-B is sub-divided (A-J) into ten areas, e.g., punctuality, consistent performance, supervision, and clean-up. These ten areas are used to evaluate both existing and potential jobs. New jobs, based on community analysis, can be added to ME-B providing an ever increasing IEP. Evaluative information across jobs, provides an indepth examination of learning environments in which the student performs. A variable evaluative scale is employed so that the relative degree of performance in each area and job is recorded. This information has profound impact on structuring learning experiences and possible job placements.

1.3 ME-S - Menomonie Evaluation Inventory - Skill

The student Individualized Education Profile (IEP) for ME-S is presented in Figure 4. Present and potential jobs are listed on the ordinate (x-axis) and skills on the abscissa (y-axis). Currently, 34 skills are listed ranging from color discrimination to sequential machine operation and set up. Each skill is evaluated in at least three jobs with many skills evaluated in seventeen jobs. As new jobs are added, the data base for ME-S can be extrapolated providing a sound basis for job success potential.

Together ME-A, ME-B, and ME-S provide information lacking and needed by educators and consumers. The behavior specific data forms an evaluative and curricular base unequaled in the field. Since the model is "self-cleaning", the curriculum and evaluation will change to stay in a relevant position with respect to the primary goal. In reviewing materials contained within subsequent chapters, it is well advised to hold onto the programmatic compass.

2.0 NEEDS ANALYSIS

The following areas should be addressed in the developmental stages of curriculum and program development. Care should be given to gather relevant data and involve a wide spectrum of concerned persons. The following represents a checklist of areas and questions which may provide a meaningful departure point.

2.1 Student Population

.1 Description of students currently in TMR program

- a. number of
- b. age range
- c. mean number of years in program
- d. educational background (e.g., academic progress)
- e. any multiple handicaps

.2 Description of placement procedures

- a. evaluations to determine placement (I.Q., maturity, etc.)
- b. MDT staff consists of who
- c. students referred into program from:
  - 1. institutions
  - 2. parents
  - 3. EMR teachers
  - 4. Etc.

.3 Enrollment

- a. expected increase - why?
- b. cap on enrollment - why?
- c. what is the general rate of turnover

TEAM RESPONSIBLE FOR DEVELOPMENT OF PROPOSAL

2.2 Parental Reaction

.1 How informed about students previous progress

.2 Parents priority rating - given a list of possible training areas, how do parents prioritize needs

.3 Initial parent inservice - objectives of proposed program, feedback

.4 Parental perception of role in program:

- a. Do they want monthly reports
- b. Would they desire observational times
- c. How could they continue student training at home
- d. Etc.

2.3 Teaching Staff and Operational Plan

.1 Who initially recognized a need for a new or improved TMR vocational program - parents, administrators, or teachers?

.2 How do they perceive their role in designing the program? If not teacher(s), is there now a consensus of opinion concerning program needs?

.3 Does the teaching staff understand all procedures and objectives as identified by parents and administration?

.4 Is the current teaching staff competent to recognize and evaluate work behaviors, work skills, and areas of work adjustment?

.5 Will the current staff adequately cover all proposed program objectives ?

.6 If not: what possibilities are there for utilizing other teaching facilities?

.7 If not: what possibilities are there for a cooperative program?

.8 If not: what possibilities are there for training of current staff (in-service, consultants, touring other facilities, additional classes, etc.)?

.9 Is the teaching staff, administration, and parents in agreement as to what amount of the entire TMR curriculum will be vocational?

.10 Have plans been made to integrate vocational training into other curriculum (e.g., functional reading words)?

.11 If work samples are to be purchased, is someone trained in the use of them?

2.4 Facilities and Materials

.1 How will all proposed facilities and material be rationalized?

.2 Who will propose items? Who will evaluate new items usefulness to program?

.3 Will staff be adequate to cover all proposed items?

.4 Who will be the primary users of all proposed facilities and materials?

.5 Will other programs have access to items? How will this be determined?

.6 How have all proposed facilities and materials been proven useful in other TMR Vocational Programs?

.7 Will facilities/materials be adequate to create work situations which cover all major work skills areas (such as finger dexterity, color discrimination, strength and endurance, etc.)?

.8 Is the quantity of materials ordered realistic considering that TMR training is done in small groups?

.9 Is there a possibility of co-op programs with facilities such as farms, private lawn work, etc., for training in areas difficult to cover in a school facility?

.10 Have all facilities/materials ordered been approved by people in the field of TMR Vocational Education?

2.5 Community Resources

.1 Has an Advisory Committee been established (or commitments to serve on one) which contains at least 20% community employers?

.2 Has an initial community survey been conducted to determine response to the following questions from all potential employers?

a. Do you now employ any MR people?
b. Are you familiar with the proposed (or current) TMR Program?
c. Would you be willing to have a person come into your facility to do job task analysis?
d. Would you be interested in knowing more about TMR employability?
e. Do you have any potential sub-contract job?

.3 Have local service agencies (Lions, KC, Job Service, etc.) been contacted to determine their willingness to learn more about TMR employability?

.4 Are half-way houses present in the community?

.5 Is there a sheltered workshop in the community?

.6 Is there public transportation available?

.7 Will the school be close enough to community for recreation activities, eating, shopping, etc.?

2.6 Evaluation Procedure

.1 How will all purchased facilities/materials be evaluated?

.2 How will student progress in the program be shown? (Pre-test, post-test)

.3 What areas will students be evaluated in?

.4 Will work evaluation be done through standard work samples? If not, how will work evaluation be determined?

.5 How will evaluation of performance and behaviors differ?

.6 How will student scheduling be operated?

.7 How will student progress be reported to parents?

.8 What criterion will be used to determine when students are to be placed in a community site?

.9 What criterion will determine what job a student is to be placed on?

3.0 FACILITIES AND MATEPIALS

3.1 Ratings of Current Program Items

The following form contains ratings compiled from four separate evaluations of current TMR facilities and mateials. In most cases, the same people were not responsible for purchase of the listed items. (Listed prices generally indicate that the staff was responsible for the purchase of that item.)

Incidents of items which have received a low rating seem to indicate a descrepancy between supposed relevancy to the TMR Program by purchasers and actual usefulness. Better assurance of proposed item's usefulness to the program could be achieved by two means:

--an identified rationale of item's utilization prior to purchase.

--approval of item and rationale by both administration and staff prior to purchase.

The following considerations were made when rating the TMR facilities and materials.

.1 Is the item useful for evaluation of work skills, work behaviors, and/or areas of work adjustment?

.2 Is the item useful for training in the areas of work adjustment, work skills, and work behaviors?

.3 Can the item be used as is, or incorporated and modified in the evaluation and training of TMR students.

.4 Will the item be useful in evaluation and training of the majority of TMR students? (Even though an item may be extremely valuable for training in isolated cases, most program budgets require considering items with usefulness to the most students as priorities.)

ITEM	COST	PROGRAM RELEVANCY	MATERIAL USES	HOW WOULD YOU CHANGE OR REPLACE ITE
The purchased item will be listed here.	The approximate cost, when known will be listed here.	5 Very Useful for evaluation and training (within 10 curriculum areas) and has useful applications for majority of students. 4 Useful for evaluation and training of most students. 3 Limited use for both evaluation and training, mainly used for isolated incidents. 2 Only in rare circumstances is this item used with TMRs. 1 Not relevant or useful for TMR evaluation and training of functional skills and behaviors. (Please rate each item accordingly.)	Please comment if you have rated the item 5, 4, or 3. Why is it useful? How many ways can it be used? Why can it be used both for evaluation and training?	Please explain if you feel that: item is not useful for program; results could be obtained by other means; item could be easily duplicated; or different materials should replace those purchased.

ITEM	COST	PROGRAM RELEVANCY	MATERIAL USE	HOW WOULD YOU CHANGE OR REPLACE ITEM
FURNISHINGS –				
Living Room Furniture couch rocking chair coffee table small table lamp chairs carpet curtains shelving stereo	$240	3-4	Used mainly for training for use of lesure time. Will become more useful in future, as expansion of program will allow for more supervision, making work stations more feasible. Work stations - Domestic skills, maid, floor care, sewing (curtains), baby-sitting, painting (walls).	Smaller room - less extensive and expensive furnishings would be adequate.
Bedroom Furniture bedroom carpet dressers & mirror bed and linens bedside table		3-4	Independent living skills taught in a bedroom are mainly one-to-one supervision (dressing, grooming, etc.), our Stout students provide this.	Smaller room - less extensive and expensive furnishings would be adequate. A school should be able to provide one-to-one instruction to rationalize a separate bedroom facility.
Kitchen tables and chairs refrigerator stove dishwasher cupboards sink		5	Very useful for independents, small group, and large group evaluation and training. Adjustment: eating together, socialization, diet & nutrition, cleaning, etc. Work Skills: Food handling, utensil handling, sequential steps, repetitive tasks, etc.	Larger room - 18 students can be seated at one time. The program's expansion projects 20+ students already next year. Lunch shifts will have to begin, or some other means.

ITEM	COST	PROGRAM RELEVANCY	MATERIAL USES	HOW WOULD YOU CHANGE OR REPLACE ITEM?
Sewing machines Sewing cabinets		3-4	Useful for both personal care and potential employment, especially as Menomonie has a textile factory. Provides a rather complex job station for evaluation and training.	
Washing machine Dryer Cupboards		4	We are able to crate our own laundry business through swimming and hygiene.	
Bathroom: tub/shower unit toilet sink cabinet flooring mirrors		5	TMR Program needs access to bathroom facilities for hygiene, appearance, etc. - but have to again be able to provide one-to-one supervision.	
Shop: storage unit		2		Shelving would be more appropriate for storage of large materials - they could be seen and check more easily also.
sanitizing cabinet		1		State regulations do not require more then washing goggles in an amonia solution.
tool cabinet (tools listed under materials)		2	Pictures in tool cabinet are useful for putting away.	Tools could be purchased separately, and the needs of an individual program could then be met.

ITEM	COST	PROGRAM RELEVANCY	MATERIAL USES	HOW WOULD YOU CHANGE OR REPLACE ITEM?
SUPPLIES				
Vacuum cleaner hand cleaning tools (mops, etc.)	$50	5	Can be used whether a program had an extensive facility or not for individual living and job skills.	
cleaning agents	$30			
Personal hygiene materials	$40	5	Again, can be used in any type of facility.	
Student underclothing	$25			
Towels, washcl.	$80			
Cookware	$150	4	Due to Coddington having done none of these, purchase was necessary. Useful for both individual living & job training.	Hopefully, a TMR Program would have access to these items through the school rather than duplicate by buying.
table, serving dishes	$100			
Kitchen utensils	$30			
Hand sewing supplies	$25	5	Could be used in any facility.	
Machine sewing supplies	$25	3	Must be used with machines, students who can operate machines.	
Tools: hammers screwdrivers saws handdrills		4	Practical to assume a living situation would have these available for home repairs, therefore, useful for individual living and job training.	The quantity we have is not necessary - size of groups using tools at one time should determine quantity of items bought.
Clamps, vices		2		
Measurement tools		4	Ties into functional academics.	
Pliers Wrenches		4		

ITEM	COST	PROGRAM RELEVANCY	MATERIAL USES	HOW WOULD YOU CHANGE OR REPLACE ITEM?
Sandpaper				
Carving Sets		1	Must be taught one-to-one basis. Very limited potential, leisure time activity.	Depends on teacher's training and job market.
Rivet Kit		1		
Seamers		1		
Jig saw Sabre saw Elec. Drill		3	Useful complex skill develop training for safe handling of power tools, set-up, sequential steps, etc.	Jigsaw and electric drill should be secured to table and in a room large enough to supply a safety zone.
Welder		2		Depends on training of teachers and job market in community.
Grinder		1		
Shop vac.				
Consumable hardware (paint, nails, etc.)	$75	4	One of the most functional aspects of the TMR program is the ability to have students go to the stores to purchase the consumable goods mandated by our program.	
Consumable foods	$300	5		
Consumable fabrics	$75	5		
Hand tools for outdoor building maintenance	$25	4		

3.2 Suggested Procedure for Purchase Proposal

The following page contains a form for determining the usefulness of an item prior to purchase based on the anticipated learning outcomes and the percentage of students expected to use the item.

Certain items are purchased at times for the purpose of furnishing the TMR facility or for maintenance and upkeep. This form is to be used only for facilities and materials purchased for the purpose of evaluation and training of TMR students. In the case where purchase of a number of items is desired, comparison of the proposed usefulness would be used to determine priority items.

In the case of item(s) being proposed for training for specific jobs, a job analysis is to be included for rationalization of training materials.

A sample of a job analysis is included following the blank form. Materials and supplies required for this job (p. 25) would be listed on a purchase proposal.

TMR Purchase Proposal

Item: ______________________________ Cost ________________________

(from) ______________________________

Expected percentage of students using item: ____________________

Curriculum uses in:

Adjustment ____

____

____

____

Skills ____

____

____

____

Behaviors ____

____

____

____

Related to job area: ______________________________________

____

Training for specific job: (Include job analysis) ____________

____

Administration ____

Staff ____

CAR WASHING AND RECONDITIONING JOB ANALYSIS

Where: Chrysler Corp., Dealer, Menomonie, Wisconsin.

Number of Employees: 3 full-time workers

Need: Rate of employee turn-over is very high

Hours: (day) 8:00 to 4:30 and (night) 4:30 to 1:00

Wages: Minimum wage and up to and including $2.75 per hour

Clothing: Regular workman shirt and pants, rubber boots

Co-worker Interaction: Minimal

Supervision: Minimal

Working Conditions:

--inside, temperature changes
--noise
--vibration, fumes, odors, dust

Physical Demand Level:

--S (under 10 pounds)

Physical Demands:

--reaching, handling, fingering, and/or feeling
--seeing, talking, hearing
--stooping, kneeling, crouching

Prerequisite Skills:

--gross dexterity
--manual dexterity
--finger dexterity
--fine finger dexterity
--bi-manual coordination
--eye/hand/foot coordination
--work rhythm
--color discrimination
--tolerance (able to stand for long periods of time)
--safety consciousness
--application of instructions
--ability to make independent decisions
--ability to work with multiple variables at one time
--ability to follow sequence of multiple steps

Equipment:

--spray equipment
--spray guns
--air hose
--ming equipment
--water hose
--pails
--rags, polishing cloths, towels
--hand broom
--file scraper
--scrub brush
--toothbrush
--screwdriver
--carburetor cap
--water compressor
--air compressor
--wet and dry shop vac cleaner
--tammermatic 200 car washer (optional)
--paint brushes (small)
--face guard (optional)

Materials and Supplies:

--lubrication grease
--degreasing solvent
--trunk paint
--touch-up paint
--rags
--tar and road oil remover
--engine shampoo
--Krylon Clear Spray Paint (for engine and parts)
--hinge lubrication
--auto tape or masking tape
--aluminum foil, cardboard
--plastic bags, paper towels
--fabric reconditioner
--oil remover
--rug shampoo (optional)
--carpet dye
--water (hot or cold)
--soap
--upholstery cleaner
--upholstery dye
--car wax (paste, cream, or industrial strength)
--tire mask
--white wall cleaner
--New Ming Dash Cleaner
--trunk mat
--spot remover
--spray paint
--engine paste
--window cleaner
--vinyl cleaner
--chrome polish

Job Analysis

Sequential Steps:

Engine:

--remove grime and dirt from engine by air cleaner/engine cleaner
--cap cover over carburetor
--plug valve of ignition control
--take off old lubrication stickers on car doors, while engine is drying
--take off wheel covers, take out floor mats; while engine is drying
--take off wheel covers, take out floor mats; while engine is drying
--touch-up trunk with spray paint, if needed

Trunk:

--clean trunk
--remove trunk mat
--put in new trunk mats if beyond repair or too old
--touch-up with spray paint, if needed

Engine:

--rinse engine
--dry engine (blow off water)
--take distributor cap off (blow off valve), replace cap
--start engine to dry off
--repaint engine hood, if necessary

Interior:

--take floor mats out
--vacuum inside with a wet and dry shop vac
--shampoo carpet, then vacuum again
--clean dash with dash cleaner and toothbrush
--remove spots on upholstery seats
--spray fabric reconditioner, rub off when dry
--dye carpet, if needed

Outside:

--remove tar and oil by polishing with tar and oil remover
--polish chrome
--clean vinyl top
--clean car windows
--lubricate doors
--repaint spots, if needed
--use Ming equipment on deoxidizes paint, if needed
--wash and wax car

4.0 PUBLIC RELATIONS

Typically, educators fail to solicit assistance and advertise the benefits of a new program. Through lack of understanding and misinformation, many judgments are made which can render a positive program ineffective. Care was taken in the ME/TMR program to involve and inform all interested persons. This selection is unabashedly titled "Public Relations", for that is what best describes the activities and formats presented herein. The ME/TMR program is on solid footing due, to a considerable degree, to involvement of parents, employers, and advisory committee members. Hopefully, this section will provide meaningful information (generally unavailable) to those developing other educational programs.

4.1 Parental Contacts - Parental interaction in a TMR Program is essential for optimum student progress in vocational and independent living development. Various methods have been used at Coddington to facilitate the following objectives concerning parent-teacher-pupil involvement.

.1 Parent education in the following areas:

a. Inform parents of child's academic progress/plateaus.

b. Instruct parents in the process of vocational evaluation in areas of work adjustment, work behaviors, and work skills.

c. Instruct parents in training procedures in each of the same areas.

d. Keep parents informed of individual progress in vocational evaluation and training.

e. Maintain reports to parents of entire program functioning (funding, presentations, Stout interaction, etc.)

.2 Parents serving in a reactionary capacity to the following concerns:

a. Proposals for community activities

- b. Possibilities of community living
- c. Possibilities of community employment
- d. Student scheduling procedures
- e. Student staffings

.3 Parental involvement in:

- a. Monthly inservice
- b. Advisory Committee
- c. Community activities
- d. Recommended home follow through on training
- e. Reporting significant home observations
- f. Student scheduling
- g. Program proposal suggestions

The following procedures were implemented into the Coddington operational plan to facilitate meeting the identified objectives.

1. Monthly newsletters

2. Evaluation results sent home every nine weeks

3. Goals for each program area (adjustment, behaviors, skills) sent home every nine weeks

4. Monthly personal contacts

5. Invitation to join TMR Advisory Committee

6. Parent-teacher conferences

7. Parent observations scheduled during school hours

8. Individual work adjustment/behavior plan form rated by parents and teachers

9. Develop PTP (Parent-Teacher-Pupil) organization which meets once a month

A sample evaluation form, Individual Plan, and newsletter form are included on the following pages.

Name ______________________________

	Evaluation Results	Goals
Motor Development		
Health and Personal Care		
Reading		
Numbers		

	Evaluation Results	Goals
Social and Language Development		
Independent Living Skills		
Community Skills		
Vocational Skills		

STUDENT SCHEDULING

(To develop individual behavior/adjustment plans.)

According to the functional behaviors/skills checklist, ________________ does not consistently and independently function in the following areas.

INSTRUCTIONS: Please rate the following needs according to how much time and emphasis you feel the school should have in ________________'s schedule. Give each need a rating (numbering 1 to 9). Use each number only once. Please take into consideration ________________'s previous training and progress as well as his/her age. (If you feel "other" behaviors and skills are needed but are not identified by school, please add and rate these. Cross out any listed areas which you feel do not apply.)

RATING

most important to least important

1 2 3 4 5 6 7 8 9

Maximum time
and emphasis

Covered if time
and resources
permit

Rating For ______________________________

Average Rating:	Work Adjustment Areas	Parent Rating	Staff Rating	Staff Rating	Staff Rating
	Work Behavior Areas				

March, 1976

Parent
Teacher ⟷ Pupil

Issue 6, Volume 1

Parent-
Teacher
conferences
coming
soon!!

March PTP Meeting

All parents (and public) are invited to come to NARC, Wednesday, March 10th at 8:00 P.M. in the Adult Activity Center. (Old Red Owl Store) Carol Johnson, Early Childhood Program Teacher, and the TMR teachers will present a joint program.

Intern Work Evaluator

Everyone at the February PTP meeting had an opportunity to meet Maureen Coughlin, our graduate intern from the Stout Vocational Rehabilitation program. For those of you who have not met Maureen, she's a red-headed Irishman (and terribly conceited about that fact this month) who is at Coddington mornings in the work shop and working individually with all students.

★ Worker of the Month ★

Gary is the distinguished "Worker of the Month" as he was the person who most consistently got to work on time, did not bother others while working, and worked the most quickly and neatly. Some of the jobs he and others have a chance to be "Best Worker" on are: measuring and sawing, jig saw and sander operators, collating environmental books, painting, housecleaning, making craft kits, and making shop aprons. Expansion of potential jobs is a constant goal!

Independent Worker Stations

In order to reinforce skills and encourage students to work independently, work stations where students work independently are being developed. For instance, one afternoon Karen may be working in a Fine Finger Dexterity booth, while Bob is working in another booth cleaning and clipping his fingernails, with Rita working in yet another booth polishing her shoes.

This could be done at home also! Find a quiet room, or enclose a large area with a packing box. Put all the materials needed for a task that your child could work on and encourage him/her to work independently. Keep directions simple so that you don't have to keep interrupting to help. In addition to the above work stations, you might try a hair care booth (with comb, brush, rollers, barrettes, washing materials, etc.), or why not a dressing booth with a variety of types of clothing to put on "as fast as you can."

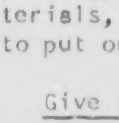
Give them the time of Day !!!

An extremely important pre-vocational and vocational skill is being on time! Even if a person can't "read" time on a clock, he can learn what the clock looks like at a certain important time or watch others to know when it is time to do something. It would help our Coddington program if punctuality was stressed at home consistently. Begin by selecting one event (breakfast, dressing, TV time, etc.) and set a time limit for your child when he must be ready for, or completed that event. Be consistent; if he is late, perhaps he must miss TV or eat breakfast by himself. YOU WILL HELP YOUR CHILD BY GIVING HIM RESPONSIBILITIES!!!

Joel's bowling score increased by over 50 points in one week!!! (No his arm was not broken last week)

Kerry has joined cooking class, and is now preparing to invite her first "guest", along with Rita, Donna, Charlotte, and Karen !!

Happy Birthday Charlotte, it was a very nice party hank-you Mrs. Alexander)



"Happy Birthday Jim" coming up the end of this month

Lori's sign language is improving so, Vandenberg is madly trying to keep up!

4.2 Meetings, Tours, Presentations

Education has also been a key factor in meetings with school administration and staff personnel concerned with TMR vocational education. A slide series, overheads, and handouts have been prepared for purposes of program presentations. Video tape presentations of TMR Evaluation at the Vocational Development Center, University of Wisconsin--Stout, and the TMR Swimming Program have also been developed.

A listing of tours, meetings and presentations follows. Some examples of handouts and overheads is also included.

.1 Meetings and Tours

Week of:	
9/15	E. Robinson, DPI at Coddington
9/22	Contact - Ted's Pizza Place, Menomonie
9/29	Little Canada Personnel at Little Canada, Minnesota
10/6	NEA Convention, Eau Claire
	Research Department Meeting, Stout
10/13	Tour to Dr. Franklin, Research Department, Stout at Coddington
10/20	Contact - 3M, Menomonie
10/27	Tour to 3M Personnel at Coddington
11/3	Community Occupational Questionnaire mailed
11/10	Organize swimming program, Stout
11/17	Vocational Education / Special Education Workshop, Madison
1/12	Preston Smeltzer, DPI at Stout
1/26	TMR Advisory Committee at Coddington
2/1	Organize bowling program, YARC
	Tour to Tom Miller, Memorial Hospital at Coddington
	Job Analysis at Sandy Lee, MFG., Menomonie
2/9	Tour to Dr. S. Banks, Director of Special Education, LaCrosse at Coddington

2/23	Tour to Jeff Hilton, 3M AV Equipment
3/8	Career Development Center Personnel, Mtg., Eau Claire
	Job Analysis at Bob Willow Motor, Menomonie
	Job Analysis at Menomonie Greenhouse, Menomonie
3/15	Adult Activity Center meeting, Menomonie
	Half-Way House meeting, Menomonie
3/22	Research Committee at Coddington
4/5	National Council for Exceptional Children Convention in Chicago, Illinois
4/12	Tour to Racine TMR personnel at Coddington
	WAVESNP Board Meeting, Stevens Point
	Tour to Chuck Wrobel, SERVE Special Education Director, St. Paul, Minnesota at Coddington
4/21	Tour to Ann Jantz, TMR Project Director, Stoughton at Coddington
	TMR Advisory Committee at Coddington

.2 Presentations

Week of:	
9/29	NARC, Menomonie
10/13	Various presentations to VDC staff, Stout
11/10	State CEC Conference, Whitewater
1/26	TMR Advisory Committee, Menomonie
	Career Education Board, Menomonie
2/9	Stout Guidance Conference, Menomonie
2/16	Onalaska, CESA
	Introduction to Mental Retardation Class, Stout
3/8	NARC, Menomonie
3/22	Exceptional Children Class, Stout
	Methods and Materials Class, Stout
5/3	Board of Education, Menomonie
5/10	Inservice, La Crosse District, TMR Teachers

TMR Vocational/Life Skills Training

Mary Hopkins, U.W. Stout

(materials distributed during presentations)

The entire Evaluation and Training Model used at Coddington School, Menomonie, may be divided into the following three areas: adjustment, behaviors, and skills.

1. Adjustment: The social, psychological, and physical means of preparing for and maintaining the ability to work.

   - -personal hygiene (toileting, bathing, hair care, etc.)
   - -appearance (dressing, maintenance, selection, etc.)
   - -health care (diet, first aid, etc.)
   - -language development (motor response to verbal, social, etc.)
   - -community/independent living skills (telling time, money value, shopping, etc.)
   - -leisure time (public recreation, group games, hobbies, etc.)

2. Behaviors: The ways in which a person acts which enhance or retard his/her ability to perform.

   - -punctuality
   - -instructional response
   - -co-worker interaction
   - -consistency
   - -tolerance
   - -reaction to supervision
   - -correction of error
   - -socialization
   - -clean-up

3. Skills (often termed Work Performance): The skills which a person has, or is able to learn in able to perform certain jobs.

   - -color discrimination
   - -shape discrimination
   - -size discrimination
   - -number of variables in sorting
   - -rhythm
   - -perceptual motor
   - -gross motor coordination
   - -manual coordination
   - -finger dexterity
   - -bi-manual coordination
   - -eye-hand coordination
   - -eye-hand-foot coordination
   - -whole body range of motion
   - -strength and endurance
   - -sure footedness
   - -physical conditions (noise,heat,body position,proximity)
   - -safe handling of tools
   - -safe handling of agents
   - -maintenance of assembly line
   - -one-step manual operation
   - -multiple-step manual operation
   - -one-step repetitious operation, hand tools
   - -multiple-step operation, hand tools
   - -one-step repetitious operation, power
   - -multiple-step operation, power
   - -multiple hand tools in an operation
   - -multiple power tools in an operation
   - -number of variables in assembly
   - -sequential machine operation & set-up
   - -sanitary food handling
   - -one-step food preparation
   - -multiple step food preparation
   - -personal service to public

TMR Vocational/Life Skills Training Program

WHERE?
are they

Coddington School
6th Street, Menomonie, Wis.

Facilities: classroom, living area, home ec. lab, bathroom, industrial shop, gym

WHO?
are they

21 students ranging in age from 9-18 from Menomonie and outlying schools, with a middle program being provided for "pre-vocational" training.

Students may stay in program until age 21.

Legal definition of TMR: IQ - 30-50
Working definition of TMR: More retarded than individuals who are educable, but are capable of: self-help skills; communicating; acting in a consistent manner in society when trained; and achieving with training, some degree of economic usefulness within prescribed environments.

Transfer into TMR program from: Early Childhood Program, various EMR programs, Northern Colony or other institutions.

WHAT?
are they taught

Vocational Experiences:

color sorting
size and shape sorting
belt assembly
paper collating
3M packaging assembly line
jig saw operator
electric sander operator
box construction
table setting
dish washer
carpet floor care
cement floor care
washing machine operation
dryer operator
bed making
measure/saw
hand drilling
machine sewing
earing sorting and repair
outdoor building maintenance
food handling
packaging tile kits
garbage carry-out
tile floor care

Other Curriculum Areas:

functional reading-phonics IGE
telling time
calendar study
money recognition and value
large motor activites (swim,bowl)
fine motor activities
music
personal hygiene and grooming
food preparation
speech and speech therapy
diet selection
community mobility
housekeeping skills
clothing care
telephoning
art
use of leisure time

4.3 Advisory Committee

The TMR Advisory Committee was organized during this first year of program operation. Originally it was intended to meet three times each year, but the members have indicated a desire and need to meet more often.

The Committee is composed of representation from: Menomonie School Board, University of Wisconsin-Stout, Vocational Development Center, Program Instructors, CESA, DPI, Adult Activity Center, local employers, and parents.

The purpose of the Committee is to serve in both an advisory and reactionary capacity. A desire for active roles in soliciting parent interaction and assisting with employer contacts have been indicated by the Committee

Samples of Committee agendas, minutes, and communications follow.

TMR VOCATIONAL EDUCATION ADVISORY COMMITTEE

Meeting 1 Agenda Jan. 27, 1976

I. Call to Order
Introductions

II. Background Information:

Valita Radtke, Origin of a TMR program

Jim Vandenberg, Program revisions

Mary Hopkins, Current program overview

Bob Brock, Al May; Joint proposal for current program

Preston Smeltzer, DPI liason with program

III. TMR Program Goals: Mary Hopkins, Bob Brock, Al May

IV. Current curriculum and materials in use

Mary Hopkins:
- Evaluation
- Task analysis approach
- Work performance
- Work behavior
- Kitchen, laundry, sewing, shop areas

Jim Vandenberg
- Community recreation
- Community interaction
- Socialization
- Functional academics

Valita Radtke
- Motor skills
- House cleaning
- Personal hygiene

V. Tour of facilities: Instructors

VI. Proposed future business of Advisory Committee:

Vocational Development Center Evaluation
Possible Community sites available for job training and placement
Review proposed vocational evaluation and training materials
Sheltered workshop prerequisites
Half-way house living prerequisites
Proposed self-supporting vocational training within the school setting
Other
____
____
____
____

VII. Election of Officers:

Chairperson: ____________________ Program Chairperson: ____________________

Secretary: ____________________ Vice Chairperson: ____________________

VIII. Adjournment

Menomonie Public Schools
718 North Broadway
MENOMONIE, WISCONSIN 54751
Phone: (715) 235-9045

January 29, 1976

Dear Advisory Committee Member:

On behalf of the Public School Staff, University Personnel, and especially the students who will benefit from your concerns, "Thank you" for getting the Advisory Committee off to such an excellent start! Your time, minds working together, and resources will be an essential component of the program!

Being officially delegated as a member gives you not only certain responsibilities, but benefits:
*You will be invited to various functions at Coddington School during the school year,
*See the program in operation! You are a welcome guest during the following hours:

Monday, 9:00 - 11:30 A.M., 1:00 - 2:30 P.M.
Tuesdays, 9:00 - 11:30 A.M.
Wednesdays, 9:00 - 11:30 A.M.
Thursdays, 9:00 - 11:30 A.M.
Fridays, 1:00 - 2:30 P.M.
(You might also enjoy watching the swimming program which is in the Stout Fieldhouse, Tuesdays, 1:00 - 2:00 P.M.)

*You are now on the mailing list of the Parent-Teacher-Pupil Newsletter which comes out monthly.

Again, thank you for making the Advisory Committee possible and meaningful. We look forward to working with you in the future. A list of phone numbers is included for your convenience.

Sincerely,

Mary Hopkins, Secretaryperson
Advisory Committee
Coddington Elementary School

mre
enc

Guidelines for Panel Discussion

-What personal hygiene and appearance requirements do you have in your facility?

-What punctuality do you expect of people in your facility - to work, leave for breaks, lunch, after work, etc.

-How much interaction with others is involved at your facility?

-What is supervision like in your facility? How are people expected to react to supervision?

-How independent are people expected to be?

-Which is more important to you - having a TMR person who knows how to perform complex tasks, or a person who has good consistent work habits?

-Would you rather train a person for jobs and work habits in your facility or would you expect a person to come to you trained?

-What procedures could be followed to get a TMR person placed in your facility?

-Do you foresee many openings in your facility in the future? How is your rate of turnover?

-With what you know of the TMR students and program at Coddington, how do you foresee them fitting into your facility? In what capacity?

5.0 COMMUNITY EMPLOYMENT

5.1 Objectives - To insure developing maximum employability in each student requires realistic determination of each student's job skills and behaviors, in addition to a realistic assessment of potential community employment. The term "realistic" community employment does not suggest that assessment of employers willingness to hire a TMR individual should be determined on a one shot basis. Too often, employers are asked to employ a Special Education student without sufficient education on the part of the employer or the teacher as to whether or not the student would be able to perform the job. Determination of whether a job site could be a potential placement site should be done after the employer has sufficient data concerning the job to train and assess a student's ability to be placed. Only then should a job be considered as a "realistic" community employment possibility.

The following objectives were identified as desired goals for the Menomonie/UW-Stout TMR Program at the current stage of its development. Obviously, further objectives will be determined and met as students in the program are ready for placement.

.1 Occupational Survey

a. Determine which employers now employ handicapped persons.

b. Is the employer familiar with the term "Trainable Mentally Retarded?"

c. Is the employer willing and interested in learning more about the vocational potential of TMR students?

d. Could a professional meet with the employer to discuss the TMR Program and analyze potential jobs?

e. Could a trained work evaluator come into the facility to do a task analysis on each determined job?

f. Is there a possiblity of potential sub-contract work which could be done in the school?

g. Is there a possibility of work-study positions?

h. Does the employer realize that the TMR Program assumes responsibility for job training?

.2 Community Education and Awareness

a. Invitation to employers to join the TMR Advisory Committee

b. Personal visits to potential employers to explain TMR vocational training

c. Invitations to employers to observe the TMR Program in operation

d. Publishing information concerning the Program

e. Public presentations

f. TMR community interaction - Students are actively involved in "selling themselves" as they go out into the community to utilize public recreational facilities, shop for their own food, fabrics and personal items, practice locating and using public facilities through functional reading training, use public telephones, etc.

.3 Overview of Available Employment

.4 Job Analysis of each determined potential job

A "job profile" is obtained from the job and task analysis, identifying the areas of work adjustment, skills, and behaviors required for a potential job. The future objectives necessary to the TMR Program would thus be:

.5 Matching students' profiles* to the job profiles determined through .3 and .4

.6 Student placement

.7 Follow-up activities with employers and students

*See the section on Student Evaluation, Training, and Scheduling for detailed information concerning the areas of work adjustment, skills, and behaviors which determine a student's vocational profile.

The following procedures are used in the Menomonie/UW-Stout TMR Program to realize the identified objectives regarding a survey, community education and awareness, and determining potential job sites.

Duplicate forms are included where possible, in consideration of their usefulness to other TMR Programs. Where suggested procedures require verbal presentations, peron-to-person interaction, or information specific to each program, a general outline of the activity is presented.

5.2 Procedure - Community Occupational Survey

A Community Occupational Survey was conducted by Richard Stoddard, Menomonie Public Schools, in 1974 wich both identified all potential employers in Menomonie, and surveyed attitudes and procedures for job training.

"Yes" answers to the following survey questions were considered in deciding which employers should be contacted by TMR Program personnel.

Question 1: Would you be willing to discuss with a staff member possible ways your business and the school could cooperate in vocational education programs?

Question 3: Are you able to accomodate student occupationally oriented field trips?

Question 4: Do you have career or occupational materials, of educational value available for distribution or for loan to the local schools?

Question 6: Do you wish to cooperate with the school by providing a cooperative work station for employment training of handicapped persons?

Question 8: Can you provide full or part-time jobs for trained handicapped persons? If yes, what kind of jobs?

The other survey questions were not considered for our purposes as they did not apply to potential job sites for TMR students.

5.3 Procedure - TMR Program Introductory Letter and Survey

A follow-up letter and brief questionnaire was sent to each employer who indicated positive responses to the questions identified in Procedure 1 (5.2). This was done to update survey information and as a way of "introducing" the TMR Program to employers that would be contacted personally at a later time.

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

American Materials
Route 5
Menomonie, WI 54751

Gentlemen:

As indicated by the Community Occupational Survey published by Menomonie Public Schools in 1974, your facility has expressed a potential interest in developing ways in which vocational education could be jointly achieved by school and the business community. I am hoping that you are still interested in such a possibility.

A pilot program for trainable mentally retarded is currently being implemented in the Menomonie Public Schools. This is a state program, being jointly developed by the University of Wisconsin--Stout and the Menomonie Schools to prepare these students for reaching their potential in both vocational and living independence.

It is a prime objective of this program to involve the business community whenever possible, both for their expertise in developing vocational education and to be involved in possible training and placement of our students.

If you are interested in being involved in the development of vocational training and employment of the trainable mentally retarded in our community, would you please respond to and return the enclosed questionnaire.

Sincerely,

Mary Hopkins
Curriculum Specialist-TMR

Enclosure

MH:pem

Facility____

Person to Contact____

_____ 1. Yes, we are still interested in being involved in the development of vocational education for all students.

_____ 2. I feel that our facility has a potential to offer materials and/or expertise in vocational training of trainable mentally retarded.

_____ 3. I feel that our facility has potential sub-contract work and/or job placement for trainable mentally retarded, assuming wage compensation until desired employer output is reached.

_____ 4. I would be interested in a position on the advisory committee for this state program.

_____ 5. I feel our facility may potentially be interested in involvement in this program, but desire more information as to the students and program.

_____ 6. This facility should not be considered as potential contributors to the program.

5.4 Procedure - Personal Contact with Employer and Employment Overview

Appointments were made by telephone prior to job site visitations. If possible, contact was made with the Director of Personnel, or whoever was responsible for employees. Depending on the particular employer, this initial visit was brief and introductory in nature, or got as involved as an analysis of potential jobs within the facility. The TMR professional must be flexible to provide the amount of time and information different employers will require.

The following page contains questions compiled from actual employer contacts. Any professional responsible for making similar personal contacts should anticipate and be prepared for the same type of questions.

The form following this general list of questions is to be used when possible in an employer interview. (May not be during the initial contact.) The directions for use of this form are self-explanatory.

Questions Most Frequently Asked by Employers

What are their abilities . . .

1. What is their IQ?
2. How far can they go in school?
3. Can they write their own name?
4. Can they tell time?
5. Do they know what money means and how to use it?
6. Can they keep track of their own money?
7. Are TMR people always physically handicapped too?
8. Aren't they usually fat and drool?
9. Is it true that TMR men are stronger than normal men?
10. Can they be trusted around machines?
11. Is it true that they get sick more often than other people?
12. Do they talk like other people, could we understand them?

If I hired a TMR person . . .

13. Could they belong to a union?
14. What insurance companies would cover them?
15. Where would they live?
16. How would they get to work?
17. Do I have to train them? Are you able to provide training at school?
18. Does it take longer to train them than other workers?
19. How much supervision do they need?
20. Can they remember safety rules?
21. Is their production rate consistent?
22. Will they come to work on time?
23. What would they do on breaks?
24. What would they do at lunchtime?
25. Is is true that they would want to touch other people all the time?
26. Can they learn any jobs besides simple repetitious work?
27. What kinds of jobs do they like to do?
28. Who would be responsible for their money?
29. Would I be reponsible if they got hurt here on Work-Study?
30. Am I obligated to hire them if I take them for Work-Study?
31. I don't want to pay them if they don't produce as much as other workers- what about wage compensation?

OBVIOUSLY THE MAJORITY OF THESE QUESTIONS WILL NOT BE ANSWERED UNLESS THE SCHOOL PROVIDES VOCATIONAL TRAINING WITH DOCUMENTED WORK EVALUATION, A CHANGE TO EXPLORE MANY JOB SKILLS, AND OPPORTUNITY TO DEVELOP WORK BEHAVIORS DURING AN EXTENDED TRAINING PERIOD!

TMR SURVEY QUESTIONNAIRE DIRECTION SHEET

Purpose: This survey is intended to serve a two-fold purpose that being to both educate the employer relative to the Trainable Mentally Retarded and to collect data from the employer or company.

Interviewer Knowledges and Procedures: The interviewer should possess a basic knowledge of the capabilities and limitations of the typical TMR student. He should be able to answer the "typical" questions that are asked of people dealing with mentally handicapped persons and be able to "educate" the employer at the same time as he is collecting data.

A. General Information

1. Secure the total list of employers to be interviewed with phone numbers.
2. Call ahead and make an appointment to see Personnel Director or Plant Manager.
3. Ask and record plant entrance procedure.
4. Introduce yourself and whom you represent to employer.
5. Proceed with questionnaire bearing in mind the constant background information on TMR's that will have to accompany each question.
6. Constantly try to educate and inform the employer about the TMR program.
7. Be as thorough as possible in recording of information on the questionnaire.
8. Use additional sheets for more than one potential job.

B. Prelude to Questions 1, 2, and 3

1. Use questions 1, 2, and 3 as a guide to further questioning by the employer and discussion with him. Therefore the "yes-no" answer will not be so limiting and serve as a lead-in to an informative-educational discussion concerning TMR's.
2. Relative to question 1, be sure to emphasize the good and positive points of a potential TMR employee. Contantly sell!
3. If an employer is reluctant to make a commitment to questions 1, 2, and 3, note this fact and offer to return at a later date. A two or three "stage" visit technique may have to be used with some employers that need time to decifer job needs and in-plant research. It would be more advantageous to work for a commitment with the employer on the initial visit.

EMPLOYER/TMR SURVEY QUESTIONNAIRE

(Person-to-Person Interview)

Employer ______________________________ Phone ____________________

Address ______________________________ Date ____________________

STAGE #1 Yes No

1. Are you familiar with the capabilities and limitations of the mentally handicapped individual or specifically the Trainable Mentally Retarded (TMR)? ____ ____

   Discussion: ______________________________

   ____

   ____

2. Would you hire a handicapped person whose handicap is mental retardation? ____ ____

   Comments: ______________________________

   ____

   ____

*If answer to Question 2 is "YES", proceed to STAGE #2.

It may be more beneficial to return at a later date and use the "stage" visit technique.

Comments: ______________________________

____

____

____

____

____

STAGE #2

Yes No

1. May Special Education teachers enter your facility to conduct a task analysis of a job(s)? ____ ____

   If YES:

   a. List procedures for plant entry:

      1. ____________________
      2. ____________________
      3. ____________________

   b. List kind of job(s) for task analysis:

      1. ____________________
      2. ____________________
      3. ____________________

2. If other forms of job training would not be feasible, would you assist in providing materials and supplies for job simulation training in the classroom? ____ ____

   If YES:

   a. Types of machines and/or materials: ____________________

   ____

   ____

3. Would you be interested in contracting work to the school where materials would be assembled and/or manufactured in the classroom? ____ ____

   If YES:

   a. Type of work ____________________

   ____

4. What are your present and anticipated future job and employee needs?

   SUCH AS: a. Supply/demand
   b. Employment picture
   c. Other

5. When would an on-site job analysis be possible?

   ____

5.5 Procedure - Job Analysis

After determining facilities which have potential employment, a Job Analysis is done to:

- compile an inventory of available placements
- have all job requirements on file
- facilitate matching student profiles to job profiles for specific job training, and placement

Information obtained and recorded through the Job Analysis should cover all criterion for job placement, from Union dues to specific behaviors and tasks required. A narrative form or utilization of a standard form depends on individual programs. A standard form is better for comparisons of one job to another and comparisons to student profiles.

The format developed for the Menomonie/UW-Stout TMR Program follows.

JOB ANALYSIS

Menomonie/UW-Stout TMR Placement

Facility Name ____

Job Title ____

Director of Personnel ____

Job Training available through subcontract work: ____yes _____ no

Explain ____

Job training must be done on the job: _____yes _____no

Job requirements may be realistically simulated in Training Program:

_____yes _____no Explain: ______________________________

____

____

- - - - - - - - - - - - - - - - - -

I. Informative - What to know about the job.

   A. Job Opportunities

      1. Number of employees on job ____________________

      2. Expected number hired each year ________________

      3. Average rate of turnover ____________________

      4. Straight salary, piecework, commission: ____________________

      5. What other jobs are related ____________________

      ____

B. Legal Aspects, Organizations, Qualifications

1. Age of entry ______________________________
2. Prior experience required ______________________
3. Apprenticeship required _______________________
4. Must be trained prior to placement ______________
5. Must be trained on the job ____________________
6. Union membership _____________________________
7. Special license requirements ___________________
8. Organizations open to employees ________________
9. Company Insurance Policy ______________________
10. Company Fringe Benefits ______________________
11. Specific safety rules, fire drills, check-in policies, etc.
    ____
12. Application policies, requirements ______________
    ____
13. Possible modifications _______________________
    ____
14. Lay-off procedures ___________________________
15. Possible to have school supervisor present during work ____
16. Paycheck procedures __________________________

C. General Information

1. Available transportation _______________________
2. Do workers take breaks and eat together __________
3. Do workers buy or bring lunches ________________
4. What type of clothing is usually worn ____________
5. Orientation procedures for new workers ___________
6. General social activities of workers (sport teams, clubs, etc.)
   ____

TO PROVIDE COMPARISONS WITH INDIVIDUAL MENOMONIE/UW-STOUT PROFILES FOR PLACEMENT

II. Training: Specific adjustment, work skills, and behaviors required for employment (correlates directly to ME Form, Adjustment)

A. Adjustment	Not required by job	Assistance or functional ability required in prep. for job	Complete independent functioning in this area required during work to maintain job.
1. Personal Hygiene			
a. toilet self care			
b. general personal cleanliness			
c. bathing			
d. showering			
e. hair care			
f. tooth care			
g. tissue use			
h. finger/toenail care			
i. menstruation			
j. shaving			
2. Appearance			
a. physical appearance			
b. clothing appearance			
c. clothing selection			
d. clothing awareness			
e. clothing care: hand sewing			
f. clothing care: pressing			
g. clothing care: shoes			
h. clothing care: hand washing			
3. Dressing			
a. dressing			
b. undressing			
4. Personal Health Care			
a. maintenance			
b. eating			
c. diet and nutrition			
d. general first aid and safety			
5. Motor Development			
a. perceptual motor			
b. auditory motor			
c. rhythm			
d. coordination and balance			
e. large muscle dexterity			
f. fine motor dexterity			
g. strength and endurance			

	Not Required by job	Assistance or functional ability required in preparation for job	Complete independent functioning in this area required during work to maintain job
6. Language Development			
a. motor to verbal			
b. motor to visual			
c. verbal to verbal			
d. verbal to visual			
e. written to verbal			
f. written to written			
g. social language			
h. introductions and greetings			
7. Independent Living/Community Skills			
a. using a calendar			
b. telling time			
c. money management			
d. telephone			
e. shopping			
f. restaurant/cafeteria			
g. community mobility			
h. leisure time			

B. Worker Behaviors Required by Job
(Corresponds to Menomonie Evaluation Form, Part B as numbered)

	Not required by job	Recommended, but not essential	Required by job
1. Punctuality			
a. arrives on location when physically escorted			
b. arrives on location when visually supervised			
c. arrives on location when following a consistent daily schedule within a group			
d. initiates leading group in consistently scheduled events			
e. independently moves directly to location with only verbal directions, no direct supervision			
f. moves directly to location with no stops			

	Not required by job	Recommended, but not essential	Required by job
2. Job Acceptance and Adjustment			
a. initially accepts assigned locale of job as indicated by no verbal or physical objections			
b. initially accepts job duties as indicated by no verbal or physical objections			
c. remains accepting of job throughout entire assignment			
d. work performance is not noticeably affected by changes in noise factor			
e. work performance is not noticeably affected by fellow worker's change of position			
f. work performance is not noticeably affected by fellow worker's change in performance			
3. Instructional Response			
a. will imitate physical demonstration one movement at a time			
b. will watch instructor throughout entire demonstration			
c. will not begin performing until verbal/physical demonstration is completed			
d. does not ask questions directly answered during instruction			
e. will follow procedures correctly and sequentially after one to one instruction			
f. will follow procedures correctly and sequentially in group instruction			
4. Co-Worker Interaction			
a. does not directly physically hinder co-worker's performance			
b. does not verbally hinder co-worker's performance			
c. is not physically hindered by co-workers			
d. is not verbally hindered by co-workers			
e. work performance is not hindered by non-direction conversation or environmental sounds			
f. does not watch others to the degree to which own work performance is hindered			

	Not required by job	Recommended, but not essential	Required by job
5. Consistent Performance			
a. production is not below 25% of preceding day's performance production			
b. production does not decrease more than 25% during second five minutes of work			
c. production does not decrease more than 25% during second fifteen minutes of work			
d. production does not decrease more than 25% during second thirty minutes of work			
e. production average of any hour of a given job is not below 25% of average of any given preceding hour of work			
F. develops a steady pattern of work performance			
6. Tolerance			
a. remains at work station 1-15 minutes			
b. remains at work station 15-30 minutes			
c. remains at work station 30-60 minutes			
d. leaves work station only upon verbal instruction to do so			
e. with no verbal instruction, remains at work station until job is completed			
f. leaves work station in response to designated "break" times on clock			
7. Supervision			
a. responds to one-to-one supervision by working steadily			
b. works steadily with supervision divided between four workers			
c. works steadily with supervision divided between four-twelve workers			
d. requests supervision to verify all performance			
e. requests supervision only for assistance			
f. work performance is not affected by addition or removal of direct supervision			

8. Correction of Error	Not required by job	Recommended, but not essential	Required by job
a. agrees to letting supervisor correct errors			
b. corrects own errors when superviser demonstrates correct procedure			
c. corrects own errors when superviser directs correct procedure			
d. corrects errors independently after supervisor points them out			
e. corrects errors independently after co-worker points them out			
f. finds and corrects own errors in performance			
9. Socialization			
a. does not verbally or physically reject any co-worker			
b. responds to direction questions from co-workers during appropriate times			
c. responds to direct greeting from co-workers during appropriate times			
d. chooses to sit in close proximity to co-worker(s) during appropriate times			
e. initiates short greetings, questions, etc., to co-workers during appropriate times			
f. initiates conversations during appropriate times			
10. Clean-Up			
a. no damage is done to equipment or facility during work			
b. any supplies not used up during work are returned to correct location			
c. any completed products made from supplies are put in designated location			
d. any equipment used during work is properly cleaned			
e. work area is returned to same condition as before work			
f. worker stores protective clothing, cleans hands, etc., as needed			

C. Specific Skills required by Job (Skills covered in ME Form, Part S)

-color discrimination

-shape discrimination

-size discrimination

-gross motor coordination

-manual coordination

-finger dexterity

-bi-manual coordination

-eye-hand coordination

-eye-hand-foot coordination

-whole body range of motion

-strength and endurance

-sure footedness

-subnormal physical conditions (noise, heat, body position, etc.)

-safe handling of tools

-safe handling of agents

-maintenance of assembly line

-number of variables

-rhythm

-perceptual motor

-one-step manual operation

-one-step repetitious operation, hand tools

-multiple-step operation, hand tools

-one-step repetitious operation, power tools

-multiple hand tools in an operation

-number of variables in an assembly

-sequential machine operation and setup

-sanitary food handling

-multiple step food preparation

-handling of food utensils

-personal service to public

Explain required skills: Especially physical conditions such as noise, body position, lighting, etc.

____

____

____

____

Other skills required, not covered by ME Form

____

____

____

____

Sequence:

(Define job in terms of sequence of tasks performed)

6.0 EVALUATION

6.1 The Evaluation Format - The Menomonie/UW-Stout TMR Program utilizes a competency checklist format. Typically, a question often asked by people involved in student assessment is "why another evaluation tool when there are already so many 'checklists available?"

Although it would have been convenient to utilize an existing tool appropriate for the program needs, one was not found. After extensive searching, project staff concluded that no instrument existed that would be applicable to a population of TMR students within a school facility which had responsibility for initial and subsequent assessment in areas of potential placements upon school exit, training over a long time span, and involvement in placement upon student completion of program.

The following Evaluation Instruments were studied and compared prior to development of this instrument:

a. Portage Project Checklist
b. The Purdue Perceptual-Motor Survey
c. CSRC Scale of Life Competencies (Cooperative School-Rehabilitation Center, Minnetonka, Minnesota)
d. Stout Vocational Development Center Specific Work Factor Rating Form
e. Stout Vocational Development Center Work Behavior Rating Form
f. McDonald Vocational Capacity Scale
g. Nassau Board of Cooperative Educational Services Teacher's Guide for Developing Employability Behaviors

After comparisons of other Evaluation Tools and their recording systems, the Menomonie TMR Evaluation Form (MEF) was developed within the framework of the following objectives:

All statements of observable behaviors and skills to be evaluated are POSITIVE, resulting in a profile of "what the student does do consistently rather than what he/she cannot do."

Blanket statements about TMR work behaviors are not made due to their lack of transfer in varying situations. This instrument provides for assessing work behaviors situationally (as they are displayed on each individual job).

A comparison of work behaviors as they are displayed on various jobs can be made, resulting in recommendations according to jobs which elicited the most desirable behaviors.

Curriculum is cross-referenced to the Evaluation Form facilitating prescriptive teaching.

Because dates are used to record all evaluation results, the Evaluation Form is designed to show change through pre-test post-test procedures, resulting in continuously changing student profiles until exit from program.

Each skill identified as relevant to potential TMR post-school placements are further broken down into tasks. (Rather than assess a student's independent bathing as inadequate, the tasks required to bathe independently are evaluated.)

All areas of evaluation pertain to necessary qualifications for post-school placements for students (in half-way living, sheltered work, and competitive employment) under the headings of Adjustment, Behaviors, and Skills.

The same evaluation areas can be used as a Community Job Analysis procedure, resulting in potential comparisons of student's work to employment norms.

6.2 Evaluation Process

A major goal of the Menomonie/UW-Stout TMR Program was to "provide a transportable model of vocational evaluation and training for other schools." Thus, provisions have been made for modification of certain procedures involved in evaluation and training to make the model more generalizable.

The evaluation process, however, should be followed by evaluators and teachers in order to meet the identified objectives of the Evaluation Form.

6.2.1 Evaluation procedures which may vary with individual programs:

a. Time of pre-testing

Pre-testing may involve a complete assessment using the entire form upon student's entry into a program, or evaluation may be done as a particular situation allows for training in that area. For example: "clothing selection" may not be evaluated until training facilities are available to follow through. (When possible, parent evaluation, and training may be used to cover areas of the Form not possible in a school situation.)

b. Evaluation of work skills

While assessment of student performance in all work skills is desired, work situations which contain these skills will very from school to school. School A may assess a student's 'whole body range of motion' on a cabinet building job, while School B may assess that same skill on an outside window washing job. (The importance of assessing skills within a job rather than a job as a whole is further discussed in the Work Evaluation section.)

c. Community living skills

Community living is an aspect of Adjustment. (See the section on Adjustment Evaluation.) The skills and tasks identified in this section pertain to a city such as Menomonie. Other communities may find it necessary to omit certain skills, or add some such as using city buses, etc.

d. Situational assessment

Certain skills and behaviors to be assessed in the Evaluation Form obviously must be evaluated within the situation dictated by the Form. (E.g., toilet self-care must be done in that situation; clothing care must be assessed with use of clothing and maintenance materials.)

When specific materials and/or facilities are not required, each school should provide for a situation where the identified skills or behaviors could be manifested. (E.g., social language, leisure time activities.)

6.2.2 Evaluation process to be consistently followed:

a. Evaluator

All documented evaluations are to be done by a person who has demonstrated correct use of the instrument in a simulated situation.

b. Recording

All documented evaluations are recorded by dates rather than checks. (See excerp from Evaluation Form below.)

A date is recorded in column 1 at the time when a student is in a situation where the identified behavior or skill would be performed. (e.g., after toileting, the situation would arise where washing hands would be performed.)

If the situation is present, and the evaluator watched for, but did not observe the student performing the skill or behavior, only a date in column 1 is recorded.

A date is recorded in column 2 when the student is in the situation and performs the behavior or skill somewhat independently, or performs it but not consistently.

A date is recorded in column 3 at that time when the student performs the identified task completely independently.

- - - - - - - - - - - - -

I. Personal Hygiene

A. Toilet Self-Care

	Column 1	Column 2	Column 3
1. Makes need known in any way			
2. Lowers pants without help			
3. Sits on seat without help			
4. Uses tissue appropriately			
5. Flushes toilet after use			
6. Puts clothing back on correctly			

Etc.

6.2.3 Pre-testing is always done prior to training in any area so that student progress may be determined.

6.2.4 At a minimum, evaluation in any area is done before and after training.

Evaluation done more often is valuable for determining learning curves as well as retention.

6.2.5 Scheduling based on Evaluation

a. Students are to be scheduled according to areas of training and amount of time per day or week to be spent in each training area.

b. Scheduling is to be based on evaluation results, and priorities according to past performances and position in program. (First year, near exit, etc.)

c. Student schedules are to changed as evaluation results and position in program dictate.

6.3 Work Evaluation

Work evaluation cannot be accomplished without knowing what behaviors and skills are to be evaluated, in other words, knowing what to look for.

For example, in evaluating a student's performance on a sewing machine as simply "inadequate" says nothing. The teacher needs to know the antecedents for an inadequate performance. For example, was the performance substandard because the student could not perform the eye-hand-foot coordination required, or perhaps because the student could not follow as many sequential steps as required? Or possibly the student's work was substandard because he was so distracted by his co-workers. Without knowing which skills and behaviors are contained within any job, it is impossible to determine reason for failure on that job.

There are as many possibilities of reasons for inadequate performance on a job as there are skills and behaviors required for that job.

It is necessary to determine which skills and behaviors were displayed or lacking in a work evaluation for the following reasons:

> to establish learning curves and plateaus; after repeated experience do particular skills and behaviors develop, diminish, or remain the same.
>
> to facilitate placement on other job situations; if a student's manual coordination was good even though his over-all performance was inadequate on the sewing machine, another job requiring manual coordination might be very appropriate.
>
> accumulated documentation of student consistent skills and behaviors; comparison of evaluations from various jobs will determine consistently displayed skills and behaviors.
>
> a profile of skills and behaviors is derived from this accumulated documentation, a "student profile", which can be matched and compared to job profiles (obtained through job analysis) for recommended placement.

There are two components of work evaluation being discussed: the assessment of work skills and the assessment of work behaviors.* These two terms, as used in work evaluation, can be very simply defined in the following manner.

Work behaviors are the ways in which a person acts which enhance or retard his/her ability to perform a job. (See 6.3.1)

Work skills (often termed performance skills) are the skills which a person has, or is able to learn, which enable him/her to perform a job. (See 6.3.2)

---

*A third essential component of TMR vocational evaluation is the assessment of an individual's work adjustment (social, psychological, physical). This will be covered at a later point.

6.3.1 Work Behavior

Work behaviors do not vary with each job in the same way as work skills do. For example, the need to be punctual (behavior) would not change from job to job as the need for fine finger dexterity (skill) would.

Therefore, the following work behaviors have been identified as pertaining to potential employment for TMR student's, and are included in the evaluation of any job a student would perform.

a. Punctuality

b. Instructional response

c. Co-worker interaction

d. Consistency

e. Tolerance

f. Reaction to supervision

g. Correction of error

h. Socialization

i. Clean-up

6.3.2 Performance (Work) Skills

Placing perimeters upon skills obtainable by TMR students obviously denotes a certain degree of judgemental decision making. The inclusion or exclusion of particular work skills is controversial, and must be constantly open to outside input as well as modifications made necessary by the program itself. The following skills thus identified, are subject to additions or omissions as found necessary during the process of vocational evaluation and training. An evaluation and training facility has an obligation to give TMR students an opportunity to experience work situations involving all of the following skills prior to specific job training or job placement.

If the student has not had the opportunity for "career exploration and development", his placement should not be based on his tested interests and abilities for the following reasons:

-Interest Tests per se can test only interest in types of work which the TMR person is familiar with and/or conceptualizes upon seeing a picture.

-Interest Tests may actually be testing types of work the student desires to identify with rather than types of work appropriate to his/her abilities. (E.g., desiring to wear a white uniform rather than recognizing necessary medical skills.)

-Realistic expressed interest will again be limited to jobs a TMR person has experienced and/or conceptualizes upon watching or hearing others.

-Any student who can be placed on a job with no prior training is underemployed.

The following skills are those identified by the Menmonie/UW-Stout TMR Program as necessary for TMR students to experience, and develop where possible, before specific job training or placement.

-color discrimination

-shape discrimination

-size discrimination

-number of variables

-rhythm

-perceptual motor

- -gross motor coordination
- -manual coordination
- -finger dexterity
- -bi-manual coordination
- -eye-hand coordination
- -eye-hand-foot coordination
- -whole body range of motion
- -strength and endurance
- -balance
- -subnormal physical conditions (noise, heat, body position, etc.)
- -safe handling of tools
- -safe handling of agents
- -maintenance of assembly line
- -one-step manual operation
- -multiple-step manual operation
- -one-step repetitious operation, hand tools
- -multiple-step operation, hand tools
- -one-step repetitious operation, power tools
- -multiple hand tools in an operation
- -multiple power tools in operation
- -number of variables in an assembly
- -sequential machine operation and set-up
- -sanitary food handling
- -multiple step food preparation
- -handling of food utensils
- -personal service to public

Previously listed behaviors and skills can be identified as belonging to the following Educational Domains, however, they have not been solely defined as such, simply to avoid complete identification with Educational Domains. Effort should be extended in the interpretation not to categorize the TMR student as necessarily progressing through the developmental levels of each domain to achieve any refinement of skills. Due to the nature of TMR students, acquisition of skills is not necessarily achieved by a process of progression through levels within each domain. This is inherent in the very term used to identify these students -- Trainable. For this reason, developmental levels within each Domain are not identified.

Affective

punctuality
instructional response
co-worker interaction
consistency
tolerance
reaction to supervision
correction of error
socialization
clean-up
sanitary food handling
handling of food utensils
personal service to public
physical conditions

Psychomotor

rhythm
perceptual motor
gross motor coordination
manual coordination
finger dexterity
bi-manual coordination
eye-hand coordination
eye-hand-foot coordination
whole body range of motion
strength and endurance
balance
physical conditions
one-step manual operation
one-step repetitious operation, hand tools
one-step repetitious operation, power tools

Cognitive

color discrimination
shape discrimination
size discrimination
number of variables in sorting
safe handling of tools
safe handling of agents
maintenance of assembly line
one-step manual operation
multiple-step manual operation
one-step repetitious operation, hand tools
multiple-step operation, hand tools
one-step repetitious operation, power tools
multiple-step operation, power tools
multiple hand tools in an operation
multiple power tools in an operation
number of variables in assembly
sequential machine operation and set-up
sanitary food handling
one-step food preparation
multiple step food preparation
handling of food utensils

Where there are various work samples available (see section on Work Sample Use with TMR) which are designed to test specific work skills individually, in a school situation it is often more practical and more appropriate for training* to provide work situations which incorporate a number of work skills.

*Work situations have proven to be more appropriate for training than work samples as they do not have the "put together, take apart" aspect of work samples. TMR students, as anyone would, lose interest in training on a work sample which is not resulting in completed work.

Work situations simulate actual employment as nearly as possible. A work situation has a completed good or service. A supervisor is present, students follow consistent procedures for reporting to and leaving work. Students report for work each day to the same area at the same time to receive job assignments. Students watch the clock to go "on break", return, and clean-up prior to checking out. A consistent procedure is followed for firing students whose behaviors interfere with his or other's work. Students are paid according to the amount of time they've worked, and there is a follow-through on student pay (see "Training" section, Work Incentive).

The following pages identify the work situations used at Coddington for evaluation and training. The first section (6.3.2.1) examines work situations, with the skills needed for that job. The second section (6.3.2.2) identifies the skill first, with work situations used for evaluation and training of that skill following. (Remember that Work Behaviors are included in each work situation as well as the Work Skills.)

6.3.2.1 Relationship of Skill to Job Title

Skill	As Indicated by Performance on:
1. Color Discrimination	Color Sorting Laundry Sorter Tile Packaging Duplicating Patterns
2. Shape Discrimination	Nail Sorter Belt Assembly Duplicating Patterns
3. Number of Variables in Color Sorting	Color Sorting Laundry Sorter Tile Packaging Duplicating Patterns
4. Number of Variables in Shape Sorting	Nail Sorter Duplicating Patterns
5. Rhythm	Nail Sorter Color Sorting Tile Packaging Belt Assembly Collating All 3M Assembly Line Jobs Sweeping
6. Perceptual Motor	Jigsaw Operator Measure/Saw Woodburner Duplicating Patterns
7. Gross Motor Coordination	Measure/Saw Iron/Fold Sweeping Mopping Vacuuming Table Setting Painting, small objects Dishwasher Machine Sewing

8. Manual Coordination	Measure/Saw Jigsaw Operator Collating 3M Filler 3M Closer 3M Bundler Iron/Fold Machine Sewing Woodburner Mopping Sweeping
9. Finger Dexterity	Sorting Nails Sorting Colors Collating Belt Assembly 3M Filler 3M Closer Cloth Fringer
10. Bi-manual Coordination	Measure/Saw Jigsaw Operator Belt Assembly 3M Filler 3M Closer Iron/Fold Machine Sewing Electric Sander Mopping Machine Sewing
11. Eye-Hand Coordination	Sorting Nails Sorting Colors Packaging Tiles Measure/Saw Jigsaw Operator Machine Sewing
12. Eye-Hand-Foot Coordination	Machine Sewing
13. Whole Body Range of Motion	Measure/Saw Cleaning Windows Iron/Fold Washer/Dryer Bedmaker
14. Strength and Endurance	Measure/Saw Iron/Fold Transporting Bulk Lunches

15.	Balance	Mopping
16.	Physical Conditions (light, body position, heat, etc.)	All work situations have physical conditions particular to them
	Noise	Jigsaw Operator All laundry jobs Sewing Machine Operator Electric Sander
	Heat	Soup preparation Laundry jobs Woodburner
	Stationary Body Position	Woodburner Sewing Machine Operator Jigsaw Operator Fringing Painting (small objects)
	Proximity to others	All 3M Assembly Line Jobs
17.	Safe Handling of Tools, including protective clothing	Measure/Saw Machine Sewing Fringing All Food Preparations Jigsaw Operator Electric Sander Woodburning Iron Laundry Vacuuming
18.	Safe Handling of Agents (soaps, chemicals, etc.)	Laundry Mopping Cleaning Windows/Furniture All Food Preparations Dishwasher
19.	Maintenance of Assembly Line Speed	Collating 3M Filler and Inserter 3M Closer All Food Preparation (if done as assembly)
20.	One-step Manual Operation	3M Filler 3M Inserter Hand Sawing

21. Multiple-step Manual Operation	Bedmaking Salad Preparation Sandwich Preparation Tile Packaging Table Setting Dishwasher Dish dryer Food Storage
22. One-step, Repetitious Operation with Hand Tools	Fringing Hand Sawing
23. Multiple-step Operation with Hand Tools	Hand Drilling Painting, small objects
24. One-step, Repetitious Operation with Power Tools	Woodburning Electric Sander
25. Multiple-step Operation with Power Tools	Jigsaw Operator Washer/Dryer Ironing Machine Sewing
26. Multiple Hand Tools in an Operation	Measure/Saw All Food Preparations
27. Multiple Power Tools in an Operation	Laundry
28. Number of Variables in an Assembly Operation	Collating Tile Packaging Belt Assembly
29. Sequential Set-Up	Washing Machine Sewing Machine Jigsaw Operator
30. Sanitary Food Handling	Salad Preparation Soup Preparation Sandwich Preparation
31. One-Step Food Preparation	Salad Preparation Soup Preparation Sandwich Preparation
33. Handling of Food Utensils	Table Setting Food Storage Table Clearing Dishwasher Dish Dryer Electric Dishwasher
34. Personal Service to Public	Busboy Jobs

6.3.2.2 Relationship of Job Title to Skill

Work Situation:	Involves these skills:
Woodburning	perceptual motor, manual coordination, physical conditions, safe handling of power tools, one step power
Outdoor Building Maintenance	Gross motor coordination, manual coordination, eye-hand, eye-hand-foot, strength and endurance, physical conditions, multiple step
Outdoor Window Washing	Gross motor coordination, whole body range of motion, bi-manual coordination, manual coordination, eye-hand, strength and endurance, multiple step manual operation, safe handling of tools
Sewing Machine Operator	Bi-manual and manual coordination, finger dexterity, eye-hand, eye-hand-foot coordination, physical conditions, safe handling of hand and power tools, sequential multiple step power operation, machine set-up and operation
Sorting Nails	Finger dexterity, number of variables in sorting, size and shape discrimination, rhythm
Measure/Saw Wood	Gross motor coordination, multiple-step manual operation, safe handling of tools
Jigsaw Operator	Gross motor coordination, safe handling of tools, multiple-step power operation, bi-manual coordination, perceptual motor, physical conditions
Collating	Manual coordination, fine finger dexterity, variables in assembly, rhythm
Sorting Tiles	Fine finger dexterity, one-step repetitious manual operation, color discrimination, number of variables in sorting, rhythm
Belt Assembly	Multiple-step manual operation, finger dexterity, rhythm, bi-manual coordination

Electric Sander Operator	Gross motor coordination, safe handling of tools, multiple step power operation, bi-manual, manual coordination, physical conditions
3M Assembly: Hand Filler	Repetitious manual operation, fine finger dexterity, bi-manual coordination, rhythm
3M Assembly: Inserter	Repetitious manual operation, bi-manual coordination, rhythm
3M Assembly: Envelope Closer	Multiple-step manual operation, fine finger dexterity, bi-manual coordination, rhythm
Porcelain Cleaning	Manual coordination, safe handling of agents, multiple step manual operation
Washing Dishes (by hand)	Manual coordination, bi-manual coordination, safe handling of agents, multiple-step manual operation
Floor Care: Mopping	Gross motor coordination, whole body range of motion, manual and bi-manual coordination, eye-hand-foot coordination, safe handling of agents, safe handling of tools, multiple-step manual operation
Floor Care: Vacuuming	Gross motor coordination, manual coordination, multiple step manual and power operation, safe handling of tools
Cleaning Indoor Glass	Manual coordination, gross motor coordination, safe handling of agents, multiple-step manual operation
Bed Making	Color discrimination, gross motor coordination, multiple step manual operation
Laundry	Color discrimination, number of variables in sorting, gross motor coordination, whole body range of motion, manual coordination, safe handling of agents, machine set-up, multiple step manual and power operation
Ironing	Gross motor coordination, manual and bi-manual coordination, safe handling of tools, multiple step manual and power operation
Table Setting	Manual coordination, bi-manual coordination, handling of food utensils, multiple-step manual operation

Busboy Work (Clearing tables, loading dishwasher, food storage)	Manual and bi-manual coordination, safe handling of utensils, safe handling of tools, machine set-up, multiple step manual and power operation, personal service to public
Child Care (Babysitting	Personal service to public,
Sandwich Preparation	Handling of food utensils, Multiple step food preparation, sanitary food handling, number of variables in assembly, multiple tools, finger dexterity, bi-manual coordination, manual repetitious, maintenance of assembly line
Vegetable Preparation	Manual, bi-manual, eye-hand coordination, finger dexterity, multiple tools in operation, safe handling of tools and food utensils, sanitary food handling
Salad Preparation	Finger dexterity, bi-manual coordination, multiple step manual, multiple step food preparation, size discrimination, sanitary food handling, safe handling of tools and food tuensils, repetitous manual, maintenance of assembly line

6.4 Designing "Work Skills" Evaluation Forms

The work situations used to evaluate and train for work skills may vary with individual programs. A realistic inventory of current materials and facilities available to a program for development of work situations should be done prior to recommendations for purchase of new items. The procedure following, for designing an evaluation form for each available work situation could also be done so that skills not covered by current work situations could be determined.

Recommendations should be based on items conducive to developing work situations which would incorporate skills not covered by current work situations.

For example, the Menomonie Program purchased Valpar Unit 9, Whole Body Range of Motion (see Appendix) because there are few work situations available at Coddington which evaluate and train for whole body range of motion (reaching, stretching, Bending, etc.).

After work situations are designed, they must be analyzed to determine what skills are actually contained within that job.

Step 1 - Observe a competent worker on job

Through experience, it has been determined that the most effective way of doing an analysis on a work situation is to analyze the work as someone familiar with and able to do the job actually performs it. This will leave less room for error than trying to conceptualize the work.

Step 2 - Determine which skills are involved in the work

As the person analyzing the work observes the worker, he/she first makes a "rough draft" of which skills are involved in the work. This can be done by simple checks next to the skills as the following sample shows. (Note a brief "work description" is included at the top of the page.)

Work Situation ____Sewing Machine Operator____

Piecework, no pattern - operator stay stitches around

outside edges of apron piece.

Requires the following skills:

____ color discrination

____ shape discrimination

____ size discrimination

____ number of variables in sorting

____ rhythm

____ perceptual motor

____ gross motor coordination

__X__ manual coordination

__X__ finger dexterity

__X__ bi-manual coordination

__X__ eye-hand coordination

__X__ eye-hand-foot coordination

____ whole body range of motion

____ strength and endurance

____ balance

__X__ subnormal physical conditions (noise, heat, body position, proximity to others, etc.)

__X__ safe handling of tools

____ safe handling of agents

____ maintenance of assembly line

____ one-step manual operation

____ multiple step manual operation

____ repetitous, manual operation

____ multiple step operation, hand tools

____ repetitous, power operation

____ multiple hand tools in an operation

____ multiple power tools in an operation

____ number of variables in an assembly

__X__ sequential machine operation and setup

____ sanitary food handling

____ one-step food preparation

____ multiple step food preparation

____ handling of food utensils

____ personal service to public

Step 3 - Determine tasks involved in each skill

This next step determines the evaluation form for each work situation. It is actually a process of breaking down each skill into the tasks required to perform that skill. Skills may be grouped together if tasks required for those skills are the same. (See sample following, where bi-manual, manual coordination, and finger dexterity are grouped together).

It has been demonstrated that the skills of eye-hand and eye-hand-foot coordination are required for sewing machine operation. Next the worker will be observed to determine which tasks he/she is performing which would show use of the skills eye-hand and eye-hand-foot coordination.

The sewing tasks of backstitching would, as it requires: eye, to see if back stitch covers original stitching; hand, to depress reverse lever while guiding fabric; and foot, to depress pedal correct amount of time and pressure.

The most reliable way of determining the skill each task is related to is to ask, "Does consistent performance of this task show that the worker has the skill I've related it to?"

See sample work skills evaluation form following.

Work Performance: Sewing Machine Operator (piece work, no pattern)

A. Bi-Manual, Manual Coordination, Finger Dexterity

1. Positions on/off switch to "slow"			
2. Raises presser foot with lever while guiding fabric			
3. Raises needle with wheel clutch while guiding fabric			
4. Positions fabric under presser foot before lowering to secure fabric			
5. Guides fabric with both hands			
6. Turns fabric by pressure/pulling with both hands			
7. At corners, raises presser foot while keeping needle in fabric by turning wheel clutch			
8. Back stitches by depressing reverse shift lever, while other hand guides fabric			
9. At seam end, needle and presser foot are raised			
10. Fabric is pulled 4" - 6" from machine with one hand, thread is cut close to fabric with other hand			
11. When threading needle, one hand pushes thread through needle while other hand pulls thread out through back of needle			
B. Eye-Hand-Foot Coordination, Eye-Hand Coordination 1. Backstitching is done over first 3-8 stitches			
2. Designated seam allowance is maintained in seam under 12" in length			

3. Designated seam allowance is maintained in seam over 12" in length			
4. In longer seams, sewing is stopped as often as necessary to reposition fabric to maintain seam allowance			
5. Seam continues to end of fabric			
6. Backstitching is done over last 3-8 stitches			
7. At corners, fabric is turned 1/4" to 3/4" before fabric edge			
C. Physical Conditions			
1. Sits at machine, focusing on work 1-15 minutes			
2. " 16-30 minutes			
3. " 31-60 minutes			
4. " over 1 hour			
D. Safe Handling of Hand and Power Tools			
1. Plug is inserted completely into outlet			
2. Cord is out of the way of machine, worker, and anyone walking by			
3. Foot is away from pedal as machine is turned on			
4. Foot is away from pedal until machine and fabric are completely set up			
5. Hands are correctly placed in position before sewing begins			
6. Hands are never closer than 1/2" in front of needle during sewing			
7. Eyes are focused on sewing entire time machine is running			

8. Foot is away from pedal as cloth is removed			
9. Scizzors are used only to cut threads			
10. Scizzors are placed away from body, machine, and possibility of falling during machine operation			
11. Seam ripper (optional) is used and stored as designated			
12. Machine is turned off before unplugging			
13. Cord is wrapped, folded, etc., as designated			
14. All materials and tools are removed and put away in designated places			
15. Machine is covered or stored if designated			
16. Floor area is cleaned up			
E. Sequential, Multiple-Step Operation of A Power Tool (to be done in following sequence)			
1. Fabric edge to be sewn is determined			
2. Presser foot is raised			
3. Needle is raised if necessary			
4. Fabric is correctly positioned and secured			
5. Hands are positioned correctly			
6. Foot depresses foot control slowly			
7. Wheel clutch is turned if necessary			
8. Machine stops, backstitches after 3-8 stitches			
9. Operator continues foward			
10. Machine is stopped as often as necessary to reposition fabric			

11. Corners are turned when necessary, by: stopping; raising presser foot with needle in fabric; turning fabric; lowering presser foot; continuing			
12. All designated seams are made on fabric(s)			
13. At end of each seam, operator backstitches over last 3-8 stitches			
14. At seam end, after backstitching, presser foot is raised			
15. Needle is raised if necessary			
16. Fabric is pulled to allow for 4"-6" of thread			
17. Thread is trimmed close to fabric			
18. Bobbin and spool thread are smoothed toward back of machine			
19. Thread is trimmed from start of seam			
20. Safe procedures are followed at finish of sewing			
F. Machine Set-Up 1. Needle is threaded in more than 30 seconds			
2. Needle is threaded in less than 30 seconds			
3. Bobbin is wound in more than 30 seconds			
4. Bobbin is wound in less than 30 seconds			
5. Bobbin is threaded in more than 30 seconds			
6. Bobbin is threaded in less than 30 seconds			
7. Entire machine is threaded in more than 1 minute			
8. Entire machine is threaded in less than 1 minute			

6.5 Sample Work Evaluation (Simulated)

Evaluation of work behaviors and work skills have now been discussed. In an effort to tie together the procedures and process discussed, a completed sample Work Evaluation is provided for the work situations 3M Assembly Line (6.5.1) and Sewing Machine Operator (6.5.2.). The samples show both pre-test and post-test results.

A brief review of this entire section of Work Evaluation should be kept in mind while studying the sample provided.

--All statements of observable behaviors and skills are positive, resulting in a profile of what the student does do consistently rather than what he/she cannot do.

--Each behavior and skill contained within the work situation is further divided into tasks.

--This instrument provides for assessing work behaviors situationally (as they are displayed on each individual job).

--The evaluation form of "work behaviors" is the same for each work situation. It is combined with the "work skills" form for a job to conduct a complete Work Evaluation.

--Dates are used to document all evaluations, resulting in a changing student profile.

--These Work Evaluations would only be two of many for a student.

SAMPLE

Work Performance: 3M Packaging in Assembly Line, Hand Filler (Step 1)

A. Repititious Manual Operation, Fine Finger Dexterity, Bi-Manual

1. Sits in a pocition where both fillers and envelopes can be reached	8/5 10/2	8/5	10/2
2. Maintains neat stack of fillers and envelopes	8/5 10/2	10/2	
3. Picks up one envelope at a time	8/5 10/2		8/5 10/2
4. Holds envelope securely to prevent dropping it	8/5 10/2		8/5 10/2
5. Opens envelope sufficiently to insert filler	8/5 10/2		8/5 10/2
6. Holds both envelope and filler without dropping either	8/5 10/2		8/5 10/2
7. Inserts filler without damage to filler or envelope	8/5 10/2		8/5 10/2
8. Puts one filler into one envelope	8/5 10/2		8/5 10/2
9. Folds filler over so as not to obstruct envelope hole	8/5 10/2	8/5	10/2
10. Lays down filled envelope in designated place	8/5 10/2	8/5	10/2
11. Quality of work does not hinder work of others in assembly line	8/5 10/2	8/5	10/2
B. Rhythm			
1. Consistently fills envelope every 16-30 seconds	8/5 10/2		8/5 10/2
2. Consistently fills envelope every 6-15 seconds	8/5 10/2		10/2
3. Consistently fills envelope every 0-5 seconds	8/5 10/2		10/2
4. Speed of work does not hinder work of others in assembly line	8/5 10/2	8/5	10/2

C. Physical Conditions: Proximity to Others

1. able to sit within 3 feet of nearest worker on either side without hindering work	8/5 10/2		8/5 10/2
2. able to sit within 2 feet "	8/5 10/2	8/5 10/2	
3. able to sit within 1 foot "	8/5 10/2	10/2	

Work Behavior (included with each work sample)

A. Puntuality

1. Arrives on location when physically escorted	8/5		8/5
2. Arrives on location when visually supervised			
3. Arrives on location when following a consistent daily schedule within a group	10/2		10/2
4. Initiates leading group in consistently scheduled events	8/5 10/2		
5. Independently moves directly to location with only verbal directions, no direct supervision			
6. Moves directly to location with no stops	10/2	10/2	
B. Job Acceptance and Adjustment			
1. Initially accepts assigned locale of job as indicated by no verbal or physical objections	8/5 10/2		8/5 10/2
2. Initially accepts job duties as indicated by no verbal or physical objections	8/5 10/2		8/5
3. Remains accepting of job throughout entire assignment	8/5 10/2		
4. Work performance is not noticeably affected by changes in noise factor	8/5 10/2	10/2	
5. Work performance is not noticeably affected by fellow worker's change of position	8/5 10/2		
6. Work performance is not noticeably affected by fellow worker's change in performance	8/5 10/2		

C. Instructional Response			
1. Will imitate physical demonstration one movement at a time	8/5		8/5
2. Will watch instructor throughout entire demonstration	8/5	8/5	
3. Will not begin performing until verbal/ physical demonstration is completed	8/5	8/5	
4. Does not ask questions directly answered during instruction	8/5	8/5	
5. Will follow procedures correctly and sequentially after one to one instruction	8/5		8/5
6. Will follow procedures correctly and sequentially in group instruction			
D. Co-Worker Interaction			
1. Does not directly physically hinder co-worker's performance	8/5 10/2		8/5 10/2
2. Does not verbally hinder co-worker's performance	8/5 10/2		8/5 10/2
3. Is not physically hindered by co-workers	8/5 10/2		8/5 10/2
4. Is not verbally hindered by co-workers	8/5 10/2		10/2
5. Work performance is not hindered by non-direction conversation or environmental sounds	8/5 10/2	10/2	
6. Does not watch others to the degree to which own work performance is hindered	8/5 10/2	10/2	
E. Consistent Performance			
1. Production is not below 25% of preceding day's performance production	10/2	10/2	
2. Production does not decrease more than 25% during second five minutes of work	8/5 10/2	8/5	10/2
3. Production does not decrease more than 25% during second fifteen minutes of work	8/5 10/2	8/5	10/2

4. Production does not decrease more than 25% during second thirty minutes of work	10/2	10/2	
5. Production average of any hour of a given job is not below 25% of average of any given preceding hour of work	10/2		
6. Develops a steady pattern of work performance	8/5 10/2	10/2	
F. Tolerance			
1. Remains at work station 1-15 minutes	8/5 10/2		8/5 10/2
2. Remains at work station 15-30 minutes	8/5 10/2	8/5 10/2	
3. Remains at work station 30-60 minutes	8/5 10/2	10/2	
4. Leaves work station only upon verbal instruction to do so	8/5		
5. With no verbal instruction, remains at work station until job is completed	8/5		
6. Leaves work station in response to designated "break" times on clock	8/5 10/2	10/2	
G. Supervision			
1. Responds to one-to-one supervision by working steadily	8/5		8/5
2. Works steadily with supervision divided between four workers	8/5 10/2	10/2	
3. Works steadily with supervision divided between four-twelve workers			
4. Requests supervision to verify all performance			
5. Requests supervision only for assistance			
6. Work performance is not affected by addition or removal of direct supervision	8/5 10/2	10/2	

H. Correction of Error			
1. Agrees to letting superviser correct errors	8/5 10/2		8/5 10/2
2. Corrects own errors when supervisor demonstrates correct procedure	8/5	8/5	
3. Corrects own errors when supervisor directs correct procedure	8/5	8/5	
4. Corrects errors independently after supervisor points them out	8/5 10/2		10/2
5. Corrects errors independently after co-worker points them out			
6. Finds and corrects own errors in performance	8/5 10/2	10/2	
I. Socialization			
1. Does not verbally or physically reject any co-worker	8/5 10/2		8/5 10/2
2. Responds to direction questions from co-workers during appropriate times	8/5 10/2		8/5 10/2
3. Responds to direct greeting from co-workers during appropriate times	8/5 10/2		8/5 10/2
4. Chooses to sit in close proximity to co-worker(s) during appropriate times	8/5 10/2		8/5 10/2
5. Initiates short greetings, questions, etc., to co-workers during appropriate times	8/5 10/2		8/5 10/2
6. Initiates conversations during appropriate breaks, etc.	8/5 10/2		8/5 10/2
J. Clean-Up			
1. No damage is done to equipment or facility during work	8/5 10/2		8/5 10/2
2. Any supplies not used up during work are returned to correct location	8/5 10/2	8/5	10/2
3. Any completed products made from supplies are put in designated location	8/5 10/2	8/5	10/2

4. Any equipment used during work is properly cleaned			
5. Work area is returned to same condition as before work	8/5 10/2	8/5 10/2	
6. Worker stores protective clothing, cleans hands, etc., as needed			

6.5.2

SAMPLE

Work Performance: Sewing Machine Operator (piece work, no pattern)

A. Bi-Manual, Manual Coordination, Finger Dexterity

1. Positions on/off switch to "slow"	2/6 3/10		2/6 3/10
2. Raises presser foot with lever while guiding fabric	2/6 3/10		3/10
3. Raises needle with wheel clutch while guiding fabric	2/6 3/10		3/10
4. Positions fabric under presser foot before lowering to secure fabric	2/6 3/10		3/10
5. Guides fabric with both hands	2/6 3/10		3/10
6. Turns fabric by pressure/pulling with both hands	2/6 3/10	3/10	
7. At corners, raises presser foot while keeping needle in fabric by turning wheel clutch	3/10		
8. Back stitches by depressing reverse shift lever, while other hand guides fabric	3/10	3/10	
9. At seam end, needle and presser foot are raised	3/10		3/10
10. Fabric is pulled 4" - 6" from machine with one hand, thread is cut close to fabric with other hand	3/10		3/10
11. When threading needle, one hand pushes thread through needle while other hand pulls thread out through back of needle	3/10		

B. Eye-Hand-Foot Coordination, Eye-Hand Coordination

1. Backstitching is done over first 3-8 stitches	3/10	3/10	
2. Designated seam allowance is maintained in seam under 12" in length	3/10	3/10	

3. Designated seam allowance is maintained in seam over 12" in length	3/10		
4. In longer seams, sewing is stopped as often as necessary to reposition fabric to maintain seam allowance	3/10		
5. Seam continues to end of fabric	3/10	3/10	
6. Backstitching is done over last 3-8 stitches	3/10	3/10	
7. At corners, fabric is turned 1/4" to 3/4" before fabric edge	3/10		
C. Physical Conditions			
1. Sits at machine, focusing on work 1-15 minutes	2/6 3/10		2/6 3/10
2. " 16-30 minutes	3/10		3/10
3. " 31-60 minutes	3/10		3/10
4. " over 1 hour			
D. Safe Handling of Hand and Power Tools			
1. Plus is inserted completely into outlet	2/6 3/10		2/6 3/10
2. Cord is out of the way of machine, worker, and anyone walking by	2/6 3/10	2/6	3/10
3. Foot is away from pedal as machine is turned on	2/6 3/10		2/6 3/10
4. Foot is away from pedal until machine and fabric are completely set up	2/6 3/10		3/10
5. Hands are correctly placed in position before sewing begins	2/6 3/10		3/10
6. Hands are never closer than 1/2" in front of needle during sewing	2/6 3/10		3/10
7. Eyes are focused on sewing entire time machine is running	2/6 3/10	3/10	

8.	Foot is away from pedal as cloth is removed	3/10		3/10
9.	Scizzors are used only to cut threads	3/10		3/10
10.	Scizzors are placed away from body, machine, and possibility of falling during machine operation	3/10		3/10
11.	Seam ripper (optional) is used and stored as designated			
12.	Machine is turned off before unplugging	3/10 2/6		3/10 2/6
13.	Cord is wrapped, folded, etc., as designated	3/10 2/6		3/10 2/6
14.	All materials and tools are removed and put away in designated places	3/10 2/6		3/10 2/6
15.	Machine is covered or stored if designated	3/10 2/6		3/10 2/6
16.	Floor area is cleaned up	3/10 2/6		3/10 2/6
E.	Sequential, Multiple-Step Operation of A Power Tool (to be done in following sequence)			
1.	Fabric edge to be sewn is determined	2/6 3/10		2/6 3/10
2.	Presser foot is raised	2/6 3/10		3/10
3.	Needle is raised if necessary	2/6 3/10		3/10
4.	Fabric is correctly positioned and secured	2/6 3/10		3/10
5.	Hands are positioned correctly	2/6 3/10		3/10
6.	Foot depresses foot control slowly	2/6 3/10	3/10	
7.	Wheel clutch is turned if necessary	2/6 3/10		3/10
8.	Machine stops, backstitches after 3-8 stitches	3/10	3/10	
9.	Operator continues foward	3/10		3/10
10.	Machine is stopped as often as necessary to reposition fabric	3/10		

11. Corners are turned when necessary, by: stopping; raising presser foot with needle in fabric; turning fabric; lowering presser foot; continuing			
12. All designated seams are made on fabric(s)	3/10		3/10
13. At end of each seam, operator backstitches over last 3-8 stitches	3/10	3/10	
14. At seam end, after backstitching, presser foot is raised	3/10		3/10
15. Needle is raised if necessary	3/10		3/10
16. Fabric is pulled to allow for 4"-6" of thread	3/10		3/10
17. Thread is trimmed close to fabric	3/10		3/10
18. Bobbin and spool thread are smoothed toward back of machine	3/10		3/10
19. Thread is trimmed from start of seam	3/10		
20. Safe procedures are followed at finish of sewing	3/10		3/10
F. Machine Set-Up			
1. Needle is threaded in more than 30 seconds	3/10	3/10	
2. Needle is threaded in less than 30 seconds	3/10		
3. Bobbin is wound in more than 30 seconds	3/10	3/10	
4. Bobbin is wound in less than 30 seconds	3/10		
5. Bobbin is threaded in more than 30 seconds			
6. Bobbin is threaded in less than 30 seconds			
7. Entire machine is threaded in more than 1 minute			
8. Entire machine is threaded in less than 1 minute			

Work Behavior (included with each work sample)

A. Puntuality			
1. Arrives on location when physically escorted	2		
2. Arrives on location when visually supervised			
3. Arrives on location when following a consistent daily schedule within a group			
4. Initiates leading group in consistently scheduled events	3/10		3/10
5. Independently moves directly to location with only verbal directions, no direct supervision	2/6		2/6
6. Moves directly to location with no stops	2/6 3/10		2/6 3/10
B. Job Acceptance and Adjustment			
1. Initially accepts assigned locale of job as indicated by no verbal or physical objections	3/10 2/6		3/10 2/6
2. Initially accepts job duties as indicated by no verbal or physical objections	2/6		2/6
3. Remains accepting of job throughout entire assignment	3/10 2/6		3/10 2/6
4. Work performance is not noticeably affected by changes in noise factor	3/10 2/6		3/10 2/6
5. Work performance is not noticeably affected by fellow worker's change of position	3/10 2/6		3/10 2/6
6. Work performance is not noticeably affected by fellow worker's change in performance	3/10 2/6		3/10 2/6

C. Instructional Response			
1. Will imitate physical demonstration one movement at a time	2/6	2/6	
2. Will watch instructor throughout entire demonstration	2/6		2/6
3. Will not begin performing until verbal/physical demonstration is completed	2/6		2/6
4. Does not ask questions directly answered during instruction	2/6 3/10	3/10	
5. Will follow procedures correctly and sequentially after one to one instruction	2/6 3/10	3/10	
6. Will follow procedures correctly and sequentially in group instruction			
D. Co-Worker Interaction			
1. Does not directly physically hinder co-worker's performance	3/10 2/6		3/10 2/6
2. Does not verbally hinder co-worker's performance	3/10 2/6		3/10 2/6
3. Is not physically hindered by co-workers	3/10 2/6		3/10 2/6
4. Is not verbally hindered by co-workers	3/10 2/6		3/10 2/6
5. Work performance is not hindered by non-direction conversation or environmental sounds	3/10 2/6		3/10 2/6
6. Does not watch others to the degree to which own work performance is hindered	3/10 2/6		3/10 2/6
E. Consistent Performance			
1. Production is not below 25% of preceding day's performance production	3/10		3/10
2. Production does not decrease more than 25% during second five minutes of work	3/10		3/10
3. Production does not decrease more than 25% during second fifteen minutes of work	3/10		3/10

4. Production does not decrease more than 25% during second thirty minutes of work	3/[illegible]		3/10
5. Production average of any hour of a given job is not below 25% of average of any given preceding hour of work	3/[illegible]		3/[illegible]
6. Develops a steady pattern of work performance	3/[illegible]		3/[illegible]
F. Tolerance			
1. Remains at work station 1-15 minutes	2/6		2/6
2. Remains at work station 15-30 minutes			
3. Remains at work station 30-60 minutes	2/[illegible]		3/[illegible]
4. Leaves work station only upon verbal instruction to do so			
5. With no verbal instruction, remains at work station until job is completed			
6. Leaves work station in response to designated "break" times on clock	2/[illegible]	5/[illegible]	
G. Supervision			
1. Responds to one-to-one supervision by working steadily	2/6		2/6
2. Works steadily with supervision divided between four workers	3/[illegible]		2/[illegible]
3. Works steadily with supervision divided between four-twelve workers			
4. Requests supervision to verify performance	2/[illegible] 3/[illegible]		4/[illegible] 2/6
5. Requests supervision only for assistance	2/[illegible]	2/[illegible]	
6. Work performance is not affected by addition or removal of direct supervision	2/10 2/6		4/10 2/6

H. Correction of Error			
1. Agrees to letting superviser correct errors	2/6		2/6
2. Corrects own errors when supervisor demonstrates correct procedure	2/6		2/6
3. Corrects own errors when supervisor directs correct procedure	2/6	2/6	
4. Corrects errors independently after supervisor points them out	2/6		
5. Corrects errors independently after co-worker points them out			
6. Finds and corrects own errors in performance	2/6 3/10	3/10	
I. Socialization			
1. Does not verbally or physically reject any co-worker	3/10 2/6		3/10 2/6
2. Responds to direction questions from co-workers during appropriate times	3/10 2/6		3/10 2/6
3. Responds to direct greeting from co-workers during appropriate times	3/10 2/6		3/10 2/6
4. Chooses to sit in close proximity to co-worker(s) during appropriate times	3/10 2/6		3/10 2/6
5. Initiates short greetings, questions, etc., to co-workers during appropriate times	3/10 2/6		3/10 2/6
6. Initiates conversations during appropriate breaks, etc.	3/10 2/6		3/10 2/6
J. Clean-Up			
1. No damage is done to equipment or facility during work	3/10 2/6		3/10 2/6
2. Any supplies not used up during work are returned to correct location	3/10 2/6		3/10 2/6
3. Any completed products made from supplies are put in designated location	3/10		3/10

4. Any equipment used during work is properly cleaned	2/6 3/6		2/6 3/6
5. Work area is returned to same condition as before work	2/6 3/6		2/6 3/6
6. Worker stores protective clothing, cleans hands, etc., as needed	2/6 3/6		2/6 3/6

6.6 Work Adjustment

As shown, work evaluation, pertaining to actual performance on the job, is comprised of the first two areas of evaluation discussed. These are work behaviors and work skills.

The third area of evaluation is that of adjustment. While not actually evaluated and taught "on the job", the factors of adjustment do influence how a person looks, communicates, accepts, and even gets around on his/her job.

A broad definition of adjustment as it's used in the TMR Vocational Curriculum is "the social, psychological, and physical means of preparing for and maintaining the ability to work."

Again, as with work skills, there is a degree of judgemental decision making in comprising the factors of adjustment deemed relevant to TMR students. For instance, learning to drive a car may be an important adjustment objective for one individual preparing for work. However, it is not applicable to the TMR population at Menomonie, and has not been included.

The following factors are identified as important aspects of Work Adjustment for the students. Modifications will again be made as the program requires.

6.6.1 Personal Hygiene

a. toilet self-care
b. general personal cleanliness
c. bathing
d. showering
e. hair care
f. tooth care
g. tissue use
h. finger/toenail care
i. menstruation
j. shaving

6.6.2 Appearance

- a. physical appearance
- b. clothing appearance
- c. clothing selection
- d. clothing awareness
- e. clothing care: hand sewing
- f. clothing care: pressing
- g. clothing care: shoes
- h. clothing care: hand washing

6.6.3 Dressing

- a. dressing
- b. undressing

6.6.4 Personal Health Care

- a. maintenance
- b. eating
- c. diet and nutrition
- d. general first aid and safety

6.6.5 Motor Development

- a. perceptual motor
- b. auditory motor
- c. rhythm
- d. coordination and balance
- e. large muscle dexterity
- f. fine motor dexterity
- g. strength and endurance

6.6.6 Language Development

- a. motor response to verbal language
- b. motor response to visual language
- c. verbal response to verbal language
- d. verbal response to visual or written language
- e. written response to verbal language
- f. written response to written language
- g. social language development
- h. introduction, greetings

6.6.7 Independent Living/Community Skills

- a. using a calendar
- b. telling time
- c. money management
- d. telephone
- e. shopping
- f. restaurant/cafeteria
- g. community mobility
- h. use of leisure time

6.7 The Complete Evaluation Form

The complete evaluation form follows. It consists of behaviors and skills in the areas of: work adjustment, work behaviors, and work skills. Each behavior and skill is further divided into the tasks which the student is evaluated on performing independently.

ME - A (Menomonie Evaluation Format Sub-Area A -"Adjustment")

6.7.1 Personal Hygiene

a. toilet self-care
b. general personal cleanliness
c. bathing
d. showering
e. hair care
f. tooth care
g. tissue use
h. finger/toenail care
i. menstruation
j. shaving

6.7.2 Appearance

a. physical appearance
b. clothing appearance
c. clothing selection
d. clothing awareness
e. clothing care: hand sewing
f. clothing care: pressing
g. clothing care: shoes
h. clothing care: hand washing

6.7.3 Dressing

a. dressing
b. undressing

6.7.4 Personal Health Care

a. maintenance
b. eating
c. diet and nutrition
d. general first aid and safety

6.7.5 Motor Development

a. perceptual motor
b. auditory motor
c. rhythm
d. coordinating and balance
e. large muscle dexterity
f. fine motor dexterity
g. strength and endurance

6.7.6 Language Development

a. motor to verbal
b. motor to visual
c. verbal to verbal
d. verbal to visual
e. written to verbal
f. written to written
g. social language
h. introductions and greetings

6.7.7 Independent Living/Community Skills

a. using a calendar
b. telling time
c. money management
d. telephone
e. shopping
f. restaurant/cafeteria
g. community mobility
h. leisure time

I. Personal Hygiene

A. Toilet Self-care

1. Makes need known in any way			
2. Lowers pants without help			
3. Sits on seat without help			
4. Uses tissue appropriately			
5. Flushes toilet after use			
6. Puts clothes back correctly			
7. Washes hands with soap & water			
8. Uses towel and disposes of			
9. Leaves sink clean			
10. Need is not made known to others if possible to go to toilet without doing so			
11. Goes only during designated time			
B. General Personal Cleanliness 1. Has no offensive body odor			
2. Has no offensive breath			
3. Body is not observably dirty			
4. Hair is not observably dirty			
C. Bathing 1. Dries entire body after bathing			
2. Washes entire self with reminders			
3. Washes entire body			
4. Pours own bath water			

5. Prepares bath towel, soap, washcloth			
6. Removes all clothes			
7. Puts clothing away or in laundry as needed			
8. Cleans tub after bath with cleanser			
9. Uses any after bath cosmetics and puts away			
10. Uses deodorant and puts away			
11. Puts on clean clothes			
12. Hangs up towels, washcloth			
D. Showering			
1. Dries entire body after showering			
2. Washes entire self with reminders			
3. Washes entire body 4. Pulls shower curtain correctly			
5. Regulates own water temperature			
6. Prepares towel, soap, washcloth			
7. Removes all clothes			
8. Puts clothing away or in laundry as needed			
9. Clean shower stall, tub after			
10. Keeps soap, shampoo, etc., in correct container while showering			
11. Uses any after-bath cosmetics, and puts away			

12. Uses deodorant and puts away			
13. Puts on clean clothing			
14. Hangs up towels, washcloth			
E. Hair Care 1. Agreeable to having hair washed			
2. Dries hair with towel			
3. Scrubs own hair with hands			
4. Wets hair			
5. Puts on correct amount of shampoo			
6. Rinses hair			
7. Combs out washed hair			
8. Parts hair			
9. Uses any curling devices needed			
10. Uses any drying devices used			
11. Uses any decorative items used			
F. Tooth Care 1. Agreeable to teeth being brushed			
2. Rinses out mouth after brushing			
3. Applies toothpaste to brush correctly			
4. Brushes teeth correctly for at least two minutes			
5. Rinses toothbrush			
6. Puts brush away			
7. Uses tooth floss correctly			
8. Brushes at least twice a day			

G. Tissue Use			
1. Lets nose be wiped			
2. Disposes of own tissue			
3. Wipes own nose			
4. Blows own nose			
5. Aware of need to use tissue			
6. Gets and uses tissue independently			
H. Finger/Toenail Care			
1. Agreeable to having cut			
2. Cleans with correct tool			
3. Cuts with clippers			
4. Uses emergy board/file on both r/l			
5. Pushes back cuticles			
6. Does not bite, tear, etc., nails			
I. Menstruation			
1. Agreeable to being cared for			
2. Indicates when beginning			
3. Indicates need for change			
4. Cares for own needs entirely			
5. Showers/bathes during period			
6. Continues physical exercise during period			
J. Shaving			
1. Agreeable to being shaven			
2. Dries face/legs/underarms after being shaven			

3. Rinses face/legs/underarms after getting shaven			
4. Lathers own face/legs/underarms			
5. Uses razor independently			
6. Uses electric shaver			

II. Appearance

A. Physical Appearance

1. Does not drool or hang mouth open			
2. Holds body and head upright when sitting			
3. Holds body and head upright when standing			
4. Lifts feet when walking			
5. Walks with feet pointed ahead			
6. Keeps head up when walking, looking straight ahead			
7. Makes no inappropriate movements (rocking, clapping, etc.)			
8. Correct weight for height			
9. Hair cut neatly			
10. Clean shaven			
11. No facial tics			
12. Make-up appropriate			

B. Clothing Appearance

1. Free from tears			
2. Free from excessive wrinkles			
3. Fits well			
4. Appropriate to season & weather			
5. Appropriate to occasion			
6. Shoes well fitting			
7. Shoes in good condition			
8. Shoes/boots appropriate to weather and season			

9. Clothing color/patterns match			
C. Clothing Selection			
1. Chooses properly fitting clothes			
2. Chooses clothing for weather/ season			
3. Chooses correct clothing for physical education, school, party, working			
4. Selects matching socks			
5. Selects matching outfit			
D. Clothing Awareness			
1. Indicates tear in clothing			
2. Indicates missing button			
3. Indicates wrinkled clothing			
4. Indicates soiled clothing			
5. Indicates shoe damage			
6. Indicates hem coming loose			
E. Clothing Care: Hand Sewing Repairs			
1. Push/pull needle through material			
2. Fasten two pieces of cloth			
3. Thread needle			
4. Match thread color to material			
5. Knot end of thread			
6. Sew on button to withstand hand pulling			
7. Make slip knot at end of sewing			

8. Make seam repair with stitches at least 8 per inch in line with seam			
9. Make hem repair which does not show on outside			
10. Hem repair at least 1 stitch per inch			
F. Clothing Care: Clothes Pressing			
1. Hangs up clothing on hanger			
2. Hangs skirt on skirt hanger			
3. Hangs pants on pant hanger			
4. Fold T shirts, sweaters, underwear			
5. Plug in iron			
6. Without selecting iron setting independently: iron handkerchiefs, flat items			
7. " iron T shirts			
8. " iron pants			
9. " iron dresses			
10. Will select correct setting for cotton, wool, synthetics			
11. Will use pressing cloth for wools, velvet, silks			
G. Clothing Care: Shoe Care			
1. Wipes shoes on door mat			
2. Removes wet shoes			
3. Removes mud from shoes			
4. Matches polish color with shoe color			

5. Buffs shoes with brush			
6. Applies polish with cloth			
7. Wipes off excess polish with cloth			
8. Replaces worn out shoe laces			
H. Clothing Care: Hand Washing 1. Works clothes through soapy water			
2. Does not drip water on floor			
3. Adds correct amount of soap to water			
4. Pour water and soap			
5. Removes wash water			
6. Pours rinse water			
7. Work clothes through rinse water			
8. Removes rinse water			
9. Wrings out excess water			
10. Hangs clothes on hangers to dry			

III. Dressing

A. Dressing

1. Agreeable to being dressed			
2. Extends arms and legs to be dressed			
3. Pulls on pants			
4. Pulls on shirt/blouse			
5. Pulls on socks			
6. Puts feet into correct shoes			
7. Puts underwear on independently			
8. Zips			
9. Snaps			
10. Buttons			
11. Buckles			
12. Ties shoes			
13. Puts clothing on right side front			
14. Puts clothing on right side out			
15. Tucks in shirt/blouse			
16. Pants not stuck in shoes/socks			
17. Selects matching socks			
18. Selects color matched outfits			
19. Selects correct outer wear for weather			
20. Selects correct wear for activity			

B. Undressing

1. Agreeable to being undressed			
2. Extends arms and legs to be undressed			
3. Pulls sock off			
4. Pulls pants off			
5. Pulls shirt/blouse off			
6. Unzips			
7. Unsnaps			
8. Unbuttons			
9. Unbuckles			
10. Unties			
11. Sorts out soiled clothes for laundry			
12. Hangs up clothing			
13. Folds clothing			

IV. Personal Health Care

A. Maintenance

1. Performs no self-abusive behaviors			
2. Calls attention to physical discomforts			
3. Has a family doctor			
4. Has had physical exams within two years			
5. Tested for vision			
6. Tested for hearing			
7. Has had all required shots, vacinations			
8. Dentist visit within past year			
9. Fitted with any needed corrective devices			
10. Consistently uses needed corrective devices			
11. Gets eight or more hours of sleep			
12. Gets 30 minutes or more exercise			
13. Eats three meals a day			

B. Eating

1. Sits at table			
2. Agreeable to being fed			
3. Swallows food			
4. Chews food			
5. Chews with mouth closed			
6. Eats without dribbling on face			

7. Drinks through straw			
8. Opens milk carton			
9. Holds and uses spoon correctly			
10. Holds and uses fork correctly			
11. Holds and uses knife correctly			
12. Uses knife and fork for cutting			
13. Drinks from glass without spilling			
14. Uses napkin correctly			
15. Uses dominant hand for utensils			
16. Uses hands for appropriate foods			
17. Drinks from cup			
18. Eats without spilling food on table			
19. Eats without spilling food on floor			
20. Asks for dishes to be passed			
21. Uses serving spoon/fork to dish up food			
22. No food spilled from serving dish to plate			
23. Pours milk from container			
C. Diet and Nutrition			
1. Eats breakfast			
2. Brings or eats school lunch			
3. Eats an evening meal			
4. Willingly eats fruits/vegetables			

5. Willingly eats dairy foods			
6. Willingly eats meats			
7. Willingly eats cereals			
8. Given choice of ten foods, will select one food from each food group			
D. General First Aid and Safety			
1. Agreeable to being physically cared for during illness, injury			
2. Seeks help in personal emergencies			
3. Follows fire drill procedures without panicing			
4. Seeks help after any injury requiring attention			
5. Seeks help when others are injured			
6. Except when inappropriate, wears shoes			
7. Wears pants at all times which do not drag on the floor			
8. Covers own sneezes			
9. Covers own cough			
10. Holds railing on stairs			
11. Walks on designated side of stairway			
12. Does not push/pull others on stairway			
13. Does not push/pull others walking in hallway			
14. Does not hinder other's movements at any time when disagreeable to other			

15. Cleans up any spills made on self			
16. Cleans up any spills made on floor			
17. Cleans up spills, litter made by others			
18. Replaces own tools/toys in correct location upon request			
19. Replaces own tools/toys independently			
20. Replaces misplaced tools/toys of others			
21. Replaces misplaced furniture to correct location upon request			
22. Replaces misplaced furniture independently			
23. Agreeable to taking any prescribed medications			
24. Independently takes any prescribed medications			
25. Does not take any medication unless specifically prescribed			
26. Independently administers to own cuts, etc., requiring only disinfectant and band aids			

V. Motor Development

A. Perceptual Motor

1. Copies both arms being raised			
2. Copies nodding of head rapidly			
3. Copies raising of right arm, not facing			
4. Copies raising of left arm, facing			
5. Copies raising of right leg, not facing			
6. Copies raising of left leg, facing			
7. Copies sequence of two of the above			
8. Copies sequence of three of the above			
9. Rolls clay into ball from in imitation			
10. Rolls clay into worm in imitation			
11. Rolls clay into square in imitation			
12. Following pattern, arrange 3 colored blocks in imitation according to color			
13. Following pattern, arrange 5 colored blocks in imitation according to color			
14. Following pattern, arrange 3 shaped blocks in imitation to correct shape			
15. Following pattern, arrange 5 shaped blocks in imitation to correct shape			

16. Following pattern, arrange 3 colored and shaped blocks in imitation of both			
17. Following pattern, arrange 5 colored and shaped blocks in imitation of both			
18. Hit a 1' square target from 3' away with a 6" sponge			
19. Hit a 1' square target from 6' away with a 6" sponge			
20. Bounce a ball off the wall and catch it from 3' away			
21. Bounce a ball off the wall and catch it from 6' away			
22. Copies a straight line, according to horizontal directionality rather than length			
23. Copies a circle according to closure rather than size			
24. Copies a square according to closure and parallel, horizontal/perpendicular lines			
25. Copies a perpendicular/horizontal cross			
26. Copies a diamond shape according to parallel, diagonal lines			
27. Copies a perpendicular/horizontal cross within a square, touching sides of squares			
28. Copies a pattern using a circle and a square touching			
29. Copies a pattern using a circle, square, and diamond touching			

B. Auditory Motor

1. Follows a jingle bell with his eyes thrown across room			
2. After directions, reaches high to high pitch, low to low pitch			
3. After directions, reaches high to loud volume, low to soft volume			
4. Will move towards a given noise upon request, and away			
5. Listening to objects in two different cans, will tell which contains few, which many			
6. After directions, will do as many hops as claps are heard up to five claps			
7. After directions to walk when you hear a whistle, run when you hear a clap, jump when you hear clicking, will do three in random order			
8. After above directions, will do six motions in random order			
C. Rhythm			
1. Does jumping jacks and toe-touch in time to count			
2. Walks in response to steady clapping			
3. Walks in group in response to steady clap			
4. Speeds up/slows down in response to change of speed of clap			
5. Claps in time to simple 4/4 or 3/4 time song			
6. Walks in time to simple song			

7. Skips in time to simple song			
8. Keeps steady rhythm of group on passing a penny from hand to hand			
9. Follows rhythm of front person in "wheelbarrow"			
10. Keeps pace of group in passing a stick in a relay race			
11. Performing a sequence of two tasks, can perform the tasks simultaneously with another person (e.g., both of you take one step, then hop)			
12. Performing a sequence of three tasks, can perform the tasks simultaneously with another person (e.g., both of you take one step, then hop up, then sit on the floor)			
D. Coordination and Balance			
1. Walks with feet placed one in front of the other			
2. Lifts feet alternately when walking			
3. Climbs stairs with alternate feet			
4. Descends stairs with alternate feet			
5. Can jump on one foot five times			
6. Can jump on other foot five times			
7. Can stand on one foot five seconds			
8. Can stand on other foot for five seconds			
9. Can walk on tiptoe for 10 feet			

10. Holds a ball on plate 10 seconds			
11. Can move a ball from one plate to another			
12. Can throw a 5 foot rope in front of self and walk on it			
13. Can then walk with one foot on one side of rope, other foot on other side of rope			
14. Can then walk backwards on rope			
15. Can walk a straight line for 10' with part of each foot touching at all times			
16. Can skip with alternate feet for 20'			
17. Can kick a ball in four directions while remaining facing one direction			
18. Can walk through a ladder 6" off ground			
19. Can walk through the ladder backwards			
20. Can perform one somersault in straight line			
E. Large Muscle Dexterity			
1. Can throw large ball underhand w/both hands			
2. Can throw large ball overhand w/both hands			
3. Can crawl on all fours in straight line 10'			
4. Can lift alternate legs, one at a time for 10 times			

5. Can make two parts of body touch floor to support body			
6. Can make three parts of body touch floor to support body			
7. Can think of another combination of three body parts to support body			
8. Can make one body part support body on floor			
9. Can throw baseball underhand w/ dominant hand			
10. Can throw baseball overhand w/ dominant hand			
11. Can bounce a basketball five times without stopping			
12. Can bounce a basketball at least fifteen times			
F. Fine Motor Dexterity			
1. Colors within lines of 3" circle			
2. Paints within lines of 3" circle			
3. Strings series of ten 1" beads			
4. Cuts out form of 3" circle			
5. Cuts out form of 1" circle and 1" square intersecting			
6. Pick up quarter with two fingers			
7. Pick up dime with two fingers			
8. With hand flat on table, lift one finger at a time			
9. With hands flat on table, lift corresponding fingers simultaneously			

10. Given threaded darning needle and pre-punched cardboard with holes at 1" intervals, will correctly sew in/out pattern for one foot			
11. Given the above with holes at ½" intervals, will do the same			
12. Given a pegboard and corresponding 1/8" pegs, will complete 25 inserts without dropping a peg			
13. Given flat forms with holes in them, and 1/16" nails, will insert 25 nails into holes without dropping any			
G. Strength and Endurance			
1. Can hold own weight off ground on chinning bar for 1-3 seconds			
2. Can hold weight off ground for 3-8 seconds			
3. Can hold weight off ground for 8+ seconds			
4. Can correctly chin self once			
5. Can correctly chin self 2-4 times			
6. Can correctly chin self 4-8 times			
7. Can do knee push-up correctly once			
8. Can do knee push-up correctly 2-4 times			
9. Can do knee push-up correctly 4-8 times			
10. Can do one correct knee bend and stand			
11. Can do 2-4 correct knee bends			
12. Can do 4-8 correct knee bends			

13. Can do 8+ correct knee bends			
14. Can run in place 1-15 seconds			
15. Can run in place 15 seconds to 1 minute			
16. Can run in place 1-5 minutes			
17. Can run in place 5+ minutes			
18. Can run 1-15 seconds			
19. Can run 15 seconds to 1 minute			
20. Can run 1-5 minutes			
21. Can run 5+ minutes			
22. Can pick up 5 lbs. and move it 3'			
23. Can pick up 10 lbs. and move it 3'			
24. Can pick up 20 lbs. and move it 3'			
25. Can pick up 30 lbs. and move it 3'			
26. Can pick up 30+ lbs. and move it 3'			
27. Can pick up 10 lbs. every 5 seconds for 15 seconds			
28. Can pick up 10 lbs. every 5 seconds for 1 minute			
29. Can pick up 10 lbs. every 5 seconds for 1+ minutes			

VI. Language Development

A. Motor response to verbal language

1. Turns in direction of a sound			
2. Turns in response to own name			
3. Responds to "no", "stop", "come"			
4. Responds to direction to go "over" an object			
5. Responds to go under an object			
6. Responds to direction to go up			
7. Responds to direction to go down			
8. Responds to direction to stand beside an object			
9. Responds to direction to get on an object			
10. Responds to direction to go forward			
11. Responds to direction go go backwards			
12. Responds to direction to turn left			
13. Responds to direction to turn right			
14. Follows two of above directions sequentially			
15. Follows three of above directions sequentially			
B. Motor Response to Visual Language 1. Points to own name from list of 5 names			
2. Points to own age from 25 numbers			

(Performance with Appendix C)

3. Point to correct sign, Boys or Girls ______			
4. Point to correct sign, Ladies or Gentlemen ______			
5. Point to correct sign, Men or Women ______			
6. Respond to sign, "Walk" ______			
7. Respond to sign, "Wait" ______			
8. Respond to sign, "Stop" ______			
9. Respond to sign, "Push" ______			
10. Respond to sign, "Pull" ______			
(Performance with word cards for: 1 cup, eggs, milk, sugar, flour, 1 teaspoon, 1 tablespoon, 350°, broil and the actual labeled object for each word card) 11. Shown "1 cup" will select the 1 cup measure ______			
12. Shown "eggs" will select carton of eggs ______			
13. Shown "milk" will select milk carton ______			
14. Shown "sugar" will select bag of sugar ______			
15. Shown "flour" will select bag of flour ______			
16. Shown "1 teaspoon" will select 1 teaspoon measure ______			
17. Shown "1 tablespoon" will select 1 tablespoon measure ______			
18. Shown "350°" will set stove dial to 350° ______			

19.	Shown "broil" will set oven dial to broil			
	(Performance with word cards: 1 tblsp., 1/2 tblsp., 1 tsp., 1/4 tsp., 2/3 cup, and above labeled objects)			
20.	Shown "1 tblsp." will find appropriate spoon			
21.	Shown "1/2 tblsp.", will find appropriate spoon			
22.	Shown "1 tsp." will find spoon			
23.	Shown "1/4 tsp.", will find spoon			
24.	Shown "2/3 cup", will find correct mark on measuring cup			
C.	Verbal response to verbal language			
1.	Repeats b,f,m.p.v sound			
2.	Repeats d,s,t,j,n,r,w,z sound			
3.	Repeats ah, a, eh, e, i, u, o, oo sound			
4.	Repeats ga, k. k. q. ing, nd sound			
5.	Repeats a one syllable word with both consonant, vowel			
6.	Repeats a two syllable word with both consonant, vowel			
7.	Repeats a three syllable word with both consonants, vowels			
8.	Gives first name intelligibly upon request			
9.	Gives last name intelligibly upon request			
10.	States name of parents upon request			

11. States age upon request			
12. States town of residence			
13. States phone number			
14. States entire address			
15. Answers the above seven in complete sentences			
D. Verbal Response to Visual or Written Language			
1. Reads own first name			
2. Reads whole name			
3. Reads own town			
4. Reads own telephone number			
5. Reads own address			
6. Reads own parent's name			
7. Reads month on calendar			
8. Reads year on calendar			
9. Reads day of week on calendar			
10. Reads date on calendar			
11. Reads entire date from calendar without prompting			
12. Reads time on clock: 3:00			
13. Reads time on clock: 5:15			
14. Reads time on clock: 8:45			
15. Reads time on clock: 1:35			
16. Reads time written: 7:00			
17. Reads time written: 2:50			

18. Responds to whether this is day or night: 7:30 p.m. (written)			
19. Responds to whehter this is day or night: 9:00 a.m. (written)			
20. Responds to whether this is afternoon or night: 3:00			
(The reading of the following functional words are not to be assessed as done consistently until student demonstrates mastery of the word: as it is actually found in context.) 21. Barber			
22. Bank			
23. Bus			
24. Boys			
25. Beat			
26. Bowl			
27. Cafe			
28. Close			
29. Clean			
30. Cover			
31. Cup			
32. Doctor			
33. Dr.			
34. Don't			
35. Do			
36. Down			
37. Door			
38. Danger			

39. Dry			
40. Delicate			
41. Food			
42. Fire			
43. Flavor			
44. Foot			
45. Front			
46. Go			
47. Gentlemen			
48. Girls			
49. Help			
50. Hot			
51. Hang			
52. Juice			
53. Keep out			
54. Keep off			
55. Lights			
56. Ladies			
57. Men			
58. Mix			
59. Measure			
60. No			
61. Normal			
62. Put			
63. Police			

64.	Push			
65.	Pull			
66.	Poison			
67.	Press			
68.	Pan			
69.	Preheat			
70.	Pepper			
71.	Quiet			
72.	Restaurant			
73.	Rest rooms			
74.	Rear			
75.	Spoon			
76.	Separate			
77.	Steam			
78.	Size			
79.	Stir			
80.	Stairs			
81.	School			
82.	Stove			
83.	Station			
84.	Stop			
85.	Soap			
86.	Salt			
87.	Train			
88.	Telephone			
89.	Taxi			

90. Toilet			
91. Teaspoon			
92. Tablespoon			
93. Turn			
94. Vanilla			
95. Whites			
96. Wash			
97. Warm			
98. Water			
99. Walk			
100. Women			
101. Wait			
102. Wet			
103. Washer			
104. Exit			
105. Out			
106. Off			
107. Open			
108. In			
109. Enter			
110. Oven			
111. Inch			
112. Eggs			

E. Written Response to Verbal Language

1. Will make a straight line, upon request			
2. Will make a circle, closed, upon request			
3. Will print all letters of the alphabet in correct sequence, upper and lower case			
4. Will write own first name			
5. Will write entire name			
6. Will write age			
7. Will write phone number			
8. Will write entire address			
9. Will write entire date			
10. Will write the letters that make these sounds: (Long) a, e, i, o, u			
11. Will write the letters that make these sounds: b, f, m, p, v			
12. Will write the letters that make these sounds: s (c or s), d, t, j, n			
13. Will write the letters that make these sounds: r, w, z, g, k (c or k)			

F. Written Response to Written Language

(Performance with Appendix D, written form)

1. Completed first name and age			
2. Completed entire name			
3. Completed birthdate			
4. Completed phone number			

5. Completed entire address			
6. Completed correct date			
7. Wrote within confines of blank spaces			
8. Wrote within confines of lines			
G. Social Language Development			
1. Smiles or nods head when happy			
2. Expresses pleasure or anger with vocal noises			
3. Uses vocalization to get attention			
4. Does not yell at others without cause			
5. Looks directly at speaker			
6. Looks at recipient when speaking			
7. Responds to a simple greeting			
8. Speech is appropriate volume in normal conversation			
9. Speech is appropriate speed			
10. All sounds are articulated (see V, C for specifics)			
11. Responds with one-word answers			
12. Responds with phrases			
13. Expresses answers in complete sentences with prompting			
14. Expresses answers in complete sentences independently			
15. Expresses one word statements			
16. Expresses phrase statements			

17. Expresses complete sentences with prompting			
18. Expresses complete sentences independently			
19. Will play familiar game with others when directed to do so by teacher			
20. Will play familiar game with others when asked to do so by peer			
21. Will initiate requesting peer to play			
22. Initiates conversation with a teacher			
23. Initiates conversation with a peer			
24. Asks one word question			
25. Asks phrase question			
26. Asks question in complete sentence independently			
27. Shown an action picture, will respond in any vocal way			
28. Shown an action picture, will name any familiar objects			
29. Shown an action picture, will describe any obvious action in picture			
30. Shown an action picture, will make predictions about what did and may happen			
31. Uses please, thank you, excuse me with prompting			
32. Uses above phrases independently			
33. Reports a personal past experience with prompting			

34. Reports a personal past experience independently			
35. Describes future personal experiences with prompting			
36. Describes future personal experiences independently			
37. Describes an experience of family member upon request			
38. Describes an experience of any person in school environment upon request			
39. Describes an experience of any person outside personal contact upon request (from News, etc.)			
40. Will relate an activity going on in immediate school environment upon request			
41. Will relate an activity in home environment upon request			
42. Will relate an activity going on outside of personal environment upon request			
H. Introduction, Greetings			
1. Will respond intelligibly to "hello"			
2. Will respond intelligibly to "how are you?"			
3. Will respond to "Hello, what's your name?"			
4. Will extend right hand and shake when hand is extended to him			
5. Will look person in the eye when saying "Hi"			

6. When a third party makes introductions, will look at person being introduced to, and respond to a greeting			
7. During introduction, will respond to "nice to meet you" with an appropriate response			
8. During introduction, will initiate conversation			
9. Will make introductions by reciting both parties names			
10. Will make introductions by reciting both names alternately			
11. Will make introductions according to whose name is said first			

VII. Independent Living/Community Skills

A. Using a Calendar

1. Verbally state day of week			
2. Verbally state year			
3. Verbally state month			
4. Verbally state number date			
5. Using calendar, identify day of week			
6. Using calendar, identify year			
7. Using calendar, identify month			
8. Using calendar, identify number date			
9. Verbally state entire date			
10. Verbally give yesterday's date			
11. Verbally give tomorrow's date			
12. State names of days school is in session			
13. Verbally name days of weekend vacation			
14. Locate on calendar, 3 given dates (e.g., find Sunday, January 16, 1976			
15. Write complete date			
B. Telling Time			
1. Verbally read time on the hour			
2. Verbally read times of ___:30			
3. Verbally read times of ___:15			
4. Verbally read times of ___:45			

5. Verbally read any given time (performance section with clock/ moveable hands) question/response			
6. If church is at 8:30 a.m., show what the clock would look like when it is time for church			
7. If Mr. Rudy leaves school at 10:28, show what the clock looks like when he leaves			
8. Show me on the clock what time you go to bed at night			
9. If I get on the bus at 8:30 a.m. and I ride the bus for one hour, show me what time I get to school			
10. If I get home at 4:00 and I had to ride the bus one hour to get home, show me what time I got on the bus			
11. If I'm at work, and at 10:10 I get a 15 minute coffee break, what time do I have to go back to work			
C. Money Management (Counting money, performance with 5 pennies, 5 nickels, 5 dimes, 5 quarters, 5 half dollars, 2 dollar bills, 1 five dollar bill) 1. Will separate all pennies from group			
2. Will separate all nickels from group			
3. Will separate all dimes from group			
4. Will separate all quarters from group			
5. Will separate all half dollars from group			

6. Will separate all one dollar bills from group			
7. Will separate all five dollar bills from group			
8. Will verbally count 3 pennies/ cents			
9. Will verbally count 2 nickels + 4 pennies			
10. Will verbally count 1 dime + 2 nickels + 4 pennies			
11. Will verbally count 1 quarter + 1 dime + 2 nickels + 4 pennies			
12. Will verbally count 1 hanf dollar + 1 quarter + 1 dime + 2 nickels + 4 pennies			
13. Will verbally count 2 half dollars + 3 quarters + 2 nickels + 4 pennies			
14. Will verbally count 1 dollar bill + 1 quarter + 2 pennies			
15. Will verbally count 5 dollar bills + 2 dollar bills			
16. Will verbally count 5 dollar bills + 2 dollar bills + 1 penny			
17. Put in ascending order: one dollar, 1 penny			
18. Put in ascending order: 1 dollar, 5 dollar			
19. Put in ascending order: penny, quarter, dollar			
20. Put in ascending order: penny, nickel, dime			
21. Put in ascending order: dime, quarter, half dollar			

(Matching coins with written value - Performance with Appendix C)

22.	Will match dollar bill with $1.00			
23.	Will match five dollar bill with $5.00			
24.	Will match one penny with 1¢			
25.	Will match one nickel with 5¢			
26.	Will match one dime with 10¢			
27.	Will match one quarter with 25¢			
28.	Will match one half dollar with 50¢			
29.	Will match penny with $.01			
30.	Will match nickel with $.05			
31.	Will match one dime with $.10			
32.	Will match one quarter with $.25			
33.	Will match one half dollar with $.50			
34.	Will match correct bills/coins with $1.01			
35.	Will match correct bills/coins with $1.05			
36.	Will match correct bills/coins with $1.10			
37.	Will match correct bills/coins with $1.25			
38.	Will match correct bills/coins with $1.50			
39.	Will match correct bills/coins with $4.15			
40.	Will match correct bills/coins with $5.70			

41. Will match correct bills/coins with $.95			
(Making change performance with actual money, and Appendix C) 42. Will make change when given 2 dollars for $1.00 item			
43. Make change when given $6.00 for $5.00 item			
44. Make change when given 4¢ for 1¢ item			
45. Make change when given 8¢ for 5¢ item			
46. Make change when given 18¢ for 10¢ item			
47. Make change when given 30¢ for 25¢ item			
48. Make change when given $5.00 for 50¢ item			
49. Make change when given $2.00 for $1.01 item			
50. Make change when given $2.00 for $1.10 item			
51. Make change when given $5.00 for $1.25 item			
52. Make change when given $6.00 for $1.50 item			
53. Make change when given $6.00 for $5.15 item			
54. Make change when given $7.00 for $5.70 item			
55. Make change when given $7.00 for $.95 item			

D. Using telephone (answering)

1. Will pick up receiver when it rings			
2. Will say "hello" intelligibly into receiver			
3. When familiar person is requested, will call that person to			
4. Will lay receiver carefully next to phone or hold until requested person arrives			
5. If requested person is not present, will intelligibly say so			
6. Will ask to take a name/number to call back			
7. Will correctly write return name spelled out by caller, and/or number			
(calling)			
8. Will correctly identify dial tone			
9. Places money correctly into pay phone			
10. Given a number, will correctly turn dial completely for each number			
11. Will correctly identify "busy signal"			
12. Will say "hello" intelligibly upon answer			
13. Will ask for requested person			
14. Will state message			
15. Will end conversation with a closing			
16. Will replace receiver			

17. Will correctly leave name/number for a requested return call			
18. Will correctly dial 0 for operator, independently			
19. Will request directory assistance			
20. Will request a number spelling name for operator			
21. Will correctly place a long-distance collect call			
22. Given name, will correctly locate correct number			
23. Will locate "police" number			
24. Will locate "fire" number			
25. Will locate "hospital" number			
E. Shopping (Performance while in any store) 1. Will walk directly into store with group without blocking doorway			
2. Will stay with group without physical restraint			
3. Will not pick up or touch any items not being considered, without physical restraint			
4. Will not bump into any object or person in store			
5. Will not block aisles when another customer is present			
6. Will verbally identify checkout counter			
7. Will set down and let go of purchased item on counter			

8. Will retain place in checkout line			
9. Will go to the end of the checkout line when checking out			
10. Will not block checkout aisle after purchase			
11. Will carry bags at bottom			
12. Will not sit on floor or objects at any time in store			
13. Will not raise voice above speaking level at any time in store			
14. When given familiar object to search for in store, will not touch anything else			
15. Will search systematically for object			
16. If object is not located, will intelligibly ask clerk for information			
17. Will not set purchase down anywhere but at checkout counter			
(verbal performance section, with choice of: Hardware Store, Dime Store, Grocery Store, Fabric Store; some questions have more than on acceptable answer) 18. State where one buys milk			
19. State where one buys combs, toothbrushes			
20. State where one buys material			
21. State where one buys blankets			
22. State where one buys saws			
23. State where one buys dish detergent			

24. State where one buys mops			
25. State where one buys thread and needles			
(Performance in a store) 26. Will identify the price mark on pre-labeled packages			
27. Will identify the price mark on stamped items			
28. Shown two like items, will state which one is cheaper			
29. Will verbally define what no. of items/price means (e.g., 3/99¢)			
30. Given $1.00, will find one item under $1.00			
31. Given $5.00, will find three items under $5.00			
32. Given $10.00, will find five items total under $10.00			
(Verbal Performance) 33. Will verbally list five objects needed to clean house and where to buy them			
34. Will verbally list five objects needed to keep clean and where to buy them			
35. Will verbally list three objects needed to make a bed and where to buy them			
36. Will verbally list three objects needed to bake a cake and where to buy them			

F. Restaurant/Cafeteria Eating

1. Will walk directly into facility without blocking anyone			
2. Will stay with group without physical restraint			
3. Will follow directly behind hostess if one is present			
4. Will otherwise go directly to an empty stool, chair			
5. Will sit in chair without upsetting it or attracting attention			
6. Will not upset any table settings			
7. Will not speak above conversational level			
8. If unable to read, will seek assistance from someone in group, or waitress if need be			
9. Will wait until waitress is at table before speaking to him/her			
10. Will intelligibly request any needed information			
11. In any dining situation, will place napkin on lap			
12. Will sit with both feet on floor			
13. Will sit upright with elbows off table			
14. Will not spill on self without cleaning			
15. Will not spill on table without cleaning			
16. Will not spill on floor without cleaning			

17. Will use napkin to keep face, hands clean at all times			
18. Will leave utensils on plate at all times			
19. Will wait until entire party is finished before leaving			
20. Will wait until party begins before beginning			
21. Will independently order any beverage			
22. Will independently order any dessert			
23. In a buffet, will select tray			
24. In a buffet, will select one each the proper utensils			
25. Will not hinder anyone else in the buffet line			
26. Will place all selected items securely on plate			
27. Will not fill plate to overflowing			
28. In a buffet, will intelligibly answer any questions from servers			
29. In a buffet, will select from four food groups			
30. Will independently order any sandwich			
31. Will locate and use restrooms			
32. Will wait by door without hindering anyone while waiting for party			
33. Will locate and move to cash register			
34. Will verbally identify total price to pay			

35. Will present cashier with amount of above			
36. Will leave tip from 10-20% on table			
G. Mobility in Community (on actual community walking fieldtrip) 1. Is physically able to walk without assistance			
2. Will verbally choose between streed and sidewalk for walking			
3. Will identify which side of the street to walk on			
4. Will stop at crosswalks			
5. If no light, will look for cards before crossing			
6. Will obey Walk/Wait light			
7. Will not talk to strangers on street unless necessary			
8. Will not physically hinder anyone else's movement			
9. Will not bump into anything/anyone			
10. Finds one place where you could go to a bathroom (e.g., gas station)			
11. Demonstrates to possibilities if you're lost (e.g., telephoning, going to police station)			
12. Shows where to go if you wanted to call your parents to be picked up			
13. Shows where you go if you are very sick			

14. Shows where you could go to eat			
15. Indicates whether you can walk into this building anytime (Police)			
16. Indicates whether you can walk into this building anytime (house)			
17. Indicates what would be done at crosswalks with no lights (red light and green light)			
H. Leisure-Time Activities			
1. Student has skills necessary to participate in at least one large group activity (softball, singing, etc.)			
2. Student has skills necessary to participate in at least one small group activity (cards, ping pong, bingo, etc.)			
3. Student has skills necessary to engage in at least one independent activity (jigsaw puzzles, models, gardening, etc.)			
4. Student has skills necessary to engage in at least one public community recreation activity (bowling, roller-skating, etc.)			
5. Student has skills necessary to engage in at least one out-door winter activity (ice skating, walking, etc.)			
6. Student has skills necessary to engage in at least one summer out-door activity (swimming, fishing, etc.)			
7. Student has skills necessary to engage in at least one indoor immobile activity (reading, puzzles, etc.)			

ME-B

(Menomonie Evaluation Format Sub-Area B "Behavior")

Work Behavior (included with each work sample)

A. Puntuality

1. Arrives on location when physically escorted			
2. Arrives on location when visually supervised			
3. Arrives on location when following a consistent daily schedule within a group			
4. Initiates leading group in consistently scheduled events			
5. Independently moves directly to location with only verbal directions, no direct supervision			
6. Moves directly to location with no stops			
B. Job Acceptance and Adjustment			
1. Initially accepts assigned locale of job as indicated by no verbal or physical objections			
2. Initially accepts job duties as indicated by no verbal or physical objections			
3. Remains accepting of job throughout entire assignment			
4. Work performance is not noticeably affected by changes in noise factor			
5. Work performance is not noticeably affected by fellow worker's change of position			
6. Work performance is not noticeably affected by fellow worker's change in performance			

C. Instructional Response			
1. Will imitate physical demonstration one movement at a time			
2. Will watch instructor throughout entire demonstration			
3. Will not begin performing until verbal/ physical demonstration is completed			
4. Does not ask questions directly answered during instruction			
5. Will follow procedures correctly and sequentially after one to one instruction			
6. Will follow procedures correctly and sequentially in group instruction			
D. Co-Worker Interaction			
1. Does not directly physically hinder co-worker's performance			
2. Does not verbally hinder co-worker's performance			
3. Is not physically hindered by co-workers			
4. Is not verbally hindered by co-workers			
5. Work performance is not hindered by non-direction conversation or environmental sounds			
6. Does not watch others to the degree to which own work performance is hindered			
E. Consistent Performance			
1. Production is not below 25% of preceding day's performance production			
2. Production does not decrease more than 25% during second five minutes of work			
3. Production does not decrease more than 25% during second fifteen minutes of work			

4. Production does not decrease more than 25% during second thirty minutes of work			
5. Production average of any hour of a given job is not below 25% of average of any given preceding hour of work			
6. Develops a steady pattern of work performance			
F. Tolerance			
1. Remains at work station 1-15 minutes			
2. Remains at work station 15-30 minutes			
3. Remains at work station 30-60 minutes			
4. Leaves work station only upon verbal instruction to do so			
5. With no verbal instruction, remains at work station until job is completed			
6. Leaves work station in response to designated "break" times on clock			
G. Supervision			
1. Responds to one-to-one supervision by working steadily			
2. Works steadily with supervision divided between four workers			
3. Works steadily with supervision divided between four-twelve workers			
4. Requests supervision to verify all performance			
5. Requests supervision only for assistance			
6. Work performance is not affected by addition or removal of direct supervision			

H. Correction of Error			
1. Agrees to letting superviser correct errors			
2. Corrects own errors when supervisor demonstrates correct procedure			
3. Corrects own errors when supervisor directs correct procedure			
4. Corrects errors independently after supervisor points them out			
5. Corrects errors independently after co-worker points them out			
6. Finds and corrects own errors in performance			
I. Socialization			
1. Does not verbally or physically reject any co-worker			
2. Responds to direction questions from co-workers during appropriate times			
3. Responds to direct greeting from co-workers during appropriate times			
4. Chooses to sit in close proximity to co-worker(s) during appropriate times			
5. Initiates short greetings, questions, etc., to co-workers during appropriate times			
6. Initiates conversations during appropriate breaks, etc.			
J. Clean-Up			
1. No damage is done to equipment or facility during work			
2. Any supplies not used up during work are returned to correct location			
3. Any completed products made from supplies are put in designated location			

4. Any equipment used during work is properly cleaned			
5. Work area is returned to same condition as before work			
6. Worker stores protective clothing, cleans hands, etc., as needed			

ME-S

(Menomonie Evaluation Format Sub-Area S "Skills)

Work Performance: Woodburning

A. Perceptual Motor			
1. Touches tip of woodburner to any spot on line			
2. Progressively burns backward or forward on pattern line			
3. Wood burns a continuous line by overlapping			
4. Changes direction of line on corners			
B. Manual Coordination			
1. Woodburner is held securely in one hand			
2. Woodburner is held as a pencil between thumb and forefinger			
3. Woodburner does not slide through finger as pressure is applied to wood			
4. Woodburner is raised and lowered along line without having to move entire arm each move			
C. Physical Conditions			
1. Client is able to remain with head bent to see work for 1-15 minutes			
2. " 16-30 minutes			
3. " 31-60 minutes			
4. " over 1 hour			
5. Client is able to maintain proper hand pressure for 1-15 minutes			
6. " 16-30 minutes			
7. " 31-60 minutes			
8. " over 1 hour			

D. Safe handling of power tools, Repetitous use of power tools

1. Cord is completely unwrapped and straightened			
2. Woodburner is held or set down securely			
3. Woodburner is plugged completely into nearest outlet			
4. Tip of hot woodburner does not touch any surface other than wood to be marked			
5. Tip of hot woodburner does not touch body			
6. When finished with work, woodburner is held or set down with not tip not touching any surface			
7. Cord is pulled by grasping plug			
8. Woodburner is not put away until cool			
9. Cord is wrapped around handle of burner			
10. Woodburner is put in designated place			

Work Performance: Outside Maintenance

Sweeping and Raking outside

A. Gross Motor Coordination

1. Holds broom/rake properly with bristles/tines on ground			
2. Can push broom along ground			
3. Can pull rake along ground			
4. Can walk and push broom at same time			
5. Can walk and pull rake at same time			
6. Can hold dust pan steady and flat while someone sweeps into it			
7. Can sweep in one direction			
8. Can rake in one direction			
B. Manual Coordination			
1. Holding broom with two hands			
2. Holding rake with two hands			
C. Eye-Hand and Eye-Hand-Foot Coordination			
1. Can see dirt and place broom so that it pushes dirt in the right direction			
2. Can see leaves and place rake so that it pulls leaves in the right direction			
3. Can hold dustpan so that when the dirt is pushed into it, can manipulate it so as to get most of the dirt			
D. Strength and Endurance			
1. Can exert enough pressure on the broom to continue to move dirt in desired direction for varying amounts of time:			
a. 0-15 minutes			
b. 15-30 minutes			
c. 31-60 minutes			
d. over 1 hour			

E. Physical Conditions

1. Can work outside in all types of weather for varying amounts of time			
Outside Window Washing			
A. Gross-Motor Coordination, Whole body range of motion			
1. Can stoop and stand as necessary while handling equipment			
2. Can stand and stretch as necessary while handling equipment			
B. Bi-Manual and Manual Coordination			
1. Holds equipment properly: Hose			
Sponge			
Squeege			
2. Can hold equipment and operate properly: a. sponge on window, use with a circular motion			
b. spray hose in proper direction			
c. squeege on window in up and down motion			
3. Can apply correct amount of pressure to all equipment			
C. Eye-Hand and Eye-Hand-Foot Coordination			
1. Can see dirt and manipulate equipment in order to get it off the window			
2. Can line up squeege so that the water is removed by a downward motion			
D. Strength and Endurance			
1. Can hold equipment for long periods of time			

2. Can lift squeege a number of times and hold steady while placing it where you want it			
3. Can stoop for varying amounts of time:			
a. 0-15 minutes			
b. 16-30 minutes			
c. 31-60 minutes			
d. over 1 hour			
4. Can stand and stretch for varying amounts of time:			
a. 0-15 minutes			
b. 16-30 minutes			
c. 31-60 minutes			
d. over 1 hour			
E. Multiple-Step Operation with Hand Tools and Sequence			
1. Sprays window with hose or wets window with sponge			
2. Using sponge (large) soaps windows			
3. Rinse (see #1)			
4. Using squeege as already defined, gets off excess water			
5. Wipes of squeege			
6. Moves to next window and repeats steps			
7. When finished, cleans up:			
a. throws out water and rinses out bucket			
b. rinses out sponge and squeege			
Clipping			
A. Gross-Motor Coordination			
1. Can kneel as necessary			

B. Bi-Manual and Manual Coordination

1. Can have muscular control using clippers			
C. Eye-Hand Coordination 1. Can see where the clipping is needed and clip			
D. Strength and Endurance 1. Has strong arm/hand muscles, can squeeze clippers: a. 0-15 minutes			
b. 16-30 minutes			
c. 31-60 minutes			
d. over 1 hour			
E. Safe handling of tools 1. Recognizes dangerous tool, only touch when using			
2. Knows how to lock shears			
3. Replaces correctly after use			
4. Carries correctly			
5. Doesn't let body parts near shears			

Work Performance: 3M Packaging in Assembly Line, Hand Filler (Step 1)

A. Repititious Manual Operation, Fine Finger Dexterity, Bi-Manual

1. Sits in a position where both fillers and envelopes can be reached			
2. Maintains neat stack of fillers and envelopes			
3. Picks up one envelope at a time			
4. Holds envelope securely to prevent dropping it			
5. Opens envelope sufficiently to insert filler			
6. Holds both envelope and filler without dropping either			
7. Inserts filler without damage to filler or envelope			
8. Puts one filler into one envelope			
9. Folds filler over so as not to obstruct envelope hole			
10. Lays down filled envelope in designated place			
11. Quality of work does not hinder work of others in assembly line			
B. Rhythm			
1. Consistently fills envelope every 16-30 seconds			
2. Consistently fills envelope every 6-15 seconds			
3. Consistently fills envelope every 0-5 seconds			
4. Speed of work does not hinder work of others in assembly line			

C. Physical Conditions: Proximity to Others

1. able to sit within 3 feet of nearest worker on either side without hindering work			
2. able to sit within 2 feet "			
3. able to sit within 1 foot "			

Work Performance: 3M Packaging in Assembly Line, Instruction Sheet Inserter (Step 2)

A. Repititious Manual Operation, Bi-Manual Coordination

1. Sits in a position where both envelopes and sheets can be reached comfortably			
2. Maintains neat stack of both envelopes and sheets			
3. Picks up one envelope at a time			
4. Holds envelope securely to prevent dropping			
5. Opens envelope sufficiently to insert sheet			
6. Holds both envelope and sheet without dropping either			
7. Inserts sheet without damage to either sheet or envelope			
8. Puts one sheet in one envelope			
9. Sheet inserted far enough into envelope so as not to obstruct hole			
10. Lays down filled envelope in designated location			
11. Quality of work does not hinder work of others in assembly line			
B. Rhythm			
1. Consistently fills envelope every 16-30 seconds			
2. Consistently fills envelope every 6-15 seconds			
3. Consistently fills envelope every 0-5 seconds			
4. Speed of work does not hinder work of others in assembly line			

C. Physical Conditions: Proximity to Others

1. able to sit within 3 feet of nearest worker on either side without hindering work			
2. able to sit within 2 feet "			
3. able to sit within 1 foot "			

Work Performance: 3M Packaging in Assembly Line, Envelope Closer (Step 3)

A. Multiple-Step Manual Operation, Fine Finger Dexterity, Bi-Manual Coordination

1. Picks up one envelope at a time to fill			
2. Holds envelope securely while folding so as not to drop it			
3. Uses both hands to fold			
4. Both tabs are inserted without damage to tabs or slots			
5. Envelope is folded securely so that tabs do not pop out of slots			
6. Folded envelope is placed in designated place			
7. Quality of work does not hinder work of others in assembly line			
B. Rhythm 1. Consistently folds envelope every 16-30 seconds			
2. Consistently folds envelope every 6-15 seconds			
3. Consistently folds envelope every 0-5 seconds			
4. Speed of work does not hinder others in assembly line			
C. Physical Conditions: Proximity to Others 1. Able to sit within 3 feet of nearest worker on either side without hindering work			
2. Able to sit within 2 feet of nearest worker on either side without hindering work			
3. Able to sit within 1 foot "			

Work Performance: Sewing Machine Operator (piece work, no pattern)

A. Bi-Manual, Manual Coordination, Finger Dexterity

1. Positions on/off switch to "slow"			
2. Raises presser foot with lever while guiding fabric			
3. Raises needle with wheel clutch while guiding fabric			
4. Positions fabric under presser foot before lowering to secure fabric			
5. Guides fabric with both hands			
6. Turns fabric by pressure/pulling with both hands			
7. At corners, raises presser foot while keeping needle in fabric by turning wheel clutch			
8. Back stitches by depressing reverse shift lever, while other hand guides fabric			
9. At seam end, needle and presser foot are raised			
10. Fabric is pulled 4" - 6" from machine with one hand, thread is cut close to fabric with other hand			
11. When threading needle, one hand pushes thread through needle while other hand pulls thread out through back of needle			
B. Eye-Hand-Foot Coordination, Eye-Hand Coordination 1. Backstitching is done over first 3-8 stitches			
2. Designated seam allowance is maintained in seam under 12" in length			

3. Designated seam allowance is maintained in seam over 12" in length			
4. In longer seams, sewing is stopped as often as necessary to reposition fabric to maintain seam allowance			
5. Seam continues to end of fabric			
6. Backstitching is done over last 3-8 stitches			
7. At corners, fabric is turned 1/4" to 3/4" before fabric edge			
C. Physical Conditions			
1. Sits at machine, focusing on work 1-15 minutes			
2. " 16-30 minutes			
3. " 31-60 minutes			
4. " over 1 hour			
D. Safe Handling of Hand and Power Tools			
1. Plus is inserted completely into outlet			
2. Cord is out of the way of machine, worker, and anyone walking by			
3. Foot is away from pedal as machine is turned on			
4. Foot is away from pedal until machine and fabric are completely set up			
5. Hands are correctly placed in position before sewing begins			
6. Hands are never closer than 1/2" in front of needle during sewing			
7. Eyes are focused on sewing entire time machine is running			

8. Foot is away from pedal as cloth is removed			
9. Scizzors are used only to cut threads			
10. Scizzors are placed away from body, machine, and possibility of falling during machine operation			
11. Seam ripper (optional) is used and stored as designated			
12. Machine is turned off before unplugging			
13. Cord is wrapped, folded, etc., as designated			
14. All materials and tools are removed and put away in designated places			
15. Machine is covered or stored if designated			
16. Floor area is cleaned up			
E. Sequential, Multiple-Step Operation of A Power Tool (to be done in following sequence)			
1. Fabric edge to be sewn is determined			
2. Presser foot is raised			
3. Needle is raised if necessary			
4. Fabric is correctly positioned and secured			
5. Hands are positioned correctly			
6. Foot depresses foot control slowly			
7. Wheel clutch is turned if necessary			
8. Machine stops, backstitches after 3-8 stitches			
9. Operator continues foward			
10. Machine is stopped as often as necessary to reposition fabric			

11. Corners are turned when necessary, by: stopping; raising presser foot with needle in fabric; turning fabric; lowering presser foot; continuing			
12. All designated seams are made on fabric(s)			
13. At end of each seam, operator backstitches over last 3-8 stitches			
14. At seam end, after backstitching, presser foot is raised			
15. Needle is raised if necessary			
16. Fabris is pulled to allow for 4"-6" of thread			
17. Thread is trimmed close to fabric			
18. Bobbin and spool thread are smoothed toward back of machine			
19. Thread is trimmed from start of seam			
20. Safe procedures are followed at finish of sewing			
F. Machine Set-Up			
1. Needle is threaded in more than 30 seconds			
2. Needle is threaded in less than 30 seconds			
3. Bobbin is wound in more than 30 seconds			
4. Bobbin is wound in less than 30 seconds			
5. Bobbin is threaded in more than 30 seconds			
6. Bobbin is threaded in less than 30 seconds			
7. Entire machine is threaded in more than 1 minute			
8. Entire machine is threaded in less than 1 minute			

Work Performance: Sorting Nails According to Size and Shape

A. Finger Dexterity			
1. Picks up one nail at a time			
2. Places each nail into a labeled container			
3. Drops less than 1 in 20 nails			
4. Picks up any dropped nails			
5. Correctly matches each nail to labeled container before placing in container			
B. Number of Variables in Sorting			
1. Correctly sorts 1-25 nails, any number of variables			
2. Correctly sorts 25-50 nails, any number of variables			
3. Correctly sorts 50-100 nails, any number of variables			
4. Correctly sorts 100+ nails, any number of variables			
C. Size and Shape Discrimination			
1. Correctly sorts 2 sizes/shapes of nails, any number			
2. Correctly sorts 2-4 sizes/shapes of nails, any number			
3. Correctly sorts 4-6 sizes/shapes of nails, any number			
4. Correctly sorts 6+ sizes/shapes of nails, any number			
D. Rhythm			
1. Correctly picks up and sorts a nail every 8+ seconds			

2. Correctly picks up and sorts a nail every 3-8 seconds			
3. Correctly picks up and sorts a nail every 1-3 seconds			

Total time required to correctly sort 200 nails of six assorted sizes/shapes:

Work Performance: Measure/Saw for Cheese Board Construction

A. Gross Motor Coordination, Balance on feet

1. Independently adjusts vice			
2. Able to manipulate 3' pine board			
3. Able to manipulate crosscut saw with one hand			
B. Multiple-Step Manual and Tool Operation Multiple tools in an operation 1. Aligns tri-square at one edge of board			
2. Measures and marks 9" in from that edge			
3. Places tri-square to mark 9" cutting line			
4. Places one hand on handle to open			
5. Places one hand on handle, one hand underneath to open			
6. Opens vice far enough to accomodate wood			
7. Secures wood by closing vice			
8. Cutting line on wood is approximately 2" outside of vice			
9. Wood to be cut extends out from table on which vice is secured			
10. Saw is held in one hand			
11. Wood is steadied with other hand			
12. Saw cut is begun on cutting line			
13. Saw cut remains within 1/16" of line			
14. Cut is made entirely through wood			

C. Safe Handling of Tools

1. Cutting line is perpendicular to edge of wood			
2. Cutting line is continuous			
3. Vice does not mar wood			
4. Sawed edge has no nicks			
5. Wood is not splintered			
6. Wood is not broken at end of cut			
7. All tools are used without damage to them			
8. All tools are put away			
9. Cut wood is placed in designated area			
10. Work area is cleaned			
11. Quality of work does not hinder other workers			

Work Performance: Jigsaw Operator

(A and B must be performed consistently before operation of Jigsaw)

A. Gross Motor Coordination			
1. Picks up and supports jigsaw for 30 seconds			
2. Picks up and moves jigsaw 10 feet			
3. Sets jigsaw down on all four suction cups simultaneously			
4. Plugs/unplugs cord			
B. Safe Handling of Tools			
1. Identifies plug and where cord plugs in			
2. Identifies on/off switch and use			
3. Identifies blade and use			
4. Demonstrates where hands may be safely placed when saw is running			
5. Demonstrates where one stands when using saw			
6. Demonstrates how to lift blade guard to accomodate thickness of wood			
7. Identifies need for goggles, apron			
8. Recognizes wood thicker than 1" as inappropriate for saw			
C. Multiple-Step Operation, Power, Bi-Manual, Eye-Hand Coordination, Perceptual Motor, Balance			
1. Checks to see that saw if "off"			
2. Plugs cord into outlet			
3. Wears eye protection and apron			
4. Turns switch to "on"			

5.	Holds blade guard up from behind blade			
6.	While holding up blade protector, wood is set next to saw on platform			
7.	Cutting line on wood is lined up with blade			
8.	Blade protector is lowered on wood			
9.	Wood is held securely on platform with one hand on either side of blade			
10.	Wood is slowly guided into blade with both hands			
11.	Blade is kept on cutting line with hand pressure			
12.	If a 90° corner must be cut, operator will cut into the corner from both sides			
13.	Cutting line does not intercept large knots			
14.	Cut is made in one continuous line			
15.	At the end of a cut, wood is still held firmly			
16.	There are no nicks due to backtracking, moving wood sideways, not holding wood firmly, etc.			
17.	Wood is not broken to finish cut			
18.	Finished cut is no more than 1/16" off marked line			
19.	Cut wood and scraps are removed through back of saw			
20.	Saw is turned "off" before unplugging			
21.	Jigsaw is unplugged			
22.	Sawdust is cleaned off			

D. Physical Conditions, Noise, and Air

1. Worker has no observable reactions to sawdust in air			
2. Worker's performance is not observably hindered by noise distraction			
3. Worker can remain at work station over 1 hour			

Work Performance: Collating Paper Materials

A. Manual Coordination, Fine Finger Dexterity

1. Picks up first page			
2. Picks up pages in correct sequence			
3. Picks up only one page at a time			
4. Straightens edges on assembled pages			
5. Staples assembled pages together			
6. Staples correctly in upper left-hand corner			
7. Places assembled, stapled papers in designated place neatly			
B. Variables in Assembly 1. Can correctly assemble 2-4 pages			
2. Can correctly assemble 4-6 pages			
3. Can correctly assemble 6+ pages			
C. Rhythm , One Step Repetitous, Maintenance of Assembly Line 1. Retains place in line			
2. Works at same pace as others in line			
3. When working independently, picks up a page every 1-3 seconds			
4. When working independently, picks up a page every 3-8 seconds			
5. When working independently, picks up a page every 8+ seconds			

Total time required to independently and correctly collate fifty 5-page letters

____________________ on (date) ____________________

____________________ on (date) ____________________

____________________ on (date) ____________________

Work Performance: Sorting Colored Tiles

A. Fine Finger Dexterity			
1. Picks up one tile at a time			
2. Places tile into labeled containers			
3. Drops less than 1 in 20 tiles			
B. Perceptual Motor			
1. Correctly matches tile to color labeled container one tile at a time			
2. Correctly matches 100% of tiles sorted			
C. One-Step Repititious Operation, Hand			
1. Correctly sorts 25 tiles, any number of variables			
2. Correctly sorts 25-50 tiles, any number of variables			
3. Correctly sorts 50-100 tiles, any number of variables			
4. Correctly sorts 100+ tiles, any number of variables			
D. Color Discrimination, Number of Variables in Sorting			
1. Correctly sorts two colors, any number			
2. Correctly sorts 2-4 colors, any number			
3. Correctly sorts 4-8 colors, any number			
4. Correctly sorts 8+ colors, any number			
E. Size Discrimination, Number of Variables in Sorting			
1. Correctly sorts two sizes, any number			
2. Correctly sorts 2-4 sizes, any number			
3. Correctly sorts 5-8 sizes, any number			

4. Correctly sorts 8+ sizes, any number

F. Rhythm

1. Correctly picks up and sorts a tile every 8 + seconds		
2. Correctly picks up and sorts a tile every 3-8 seconds		
3. Correctly picks up and sorts a tile consistently in less than 3 seconds		

Total time required to correctly sort 500 tiles of eight assorted colors and sizes:

________________ on (date) ________________

________________ on (date) ________________

________________ on (date) ________________

Work Performance: Belt Assembly

A. Multiple-Step Manual Operation, Finger Dexterity, Manual Repetitous

1. Will begin belt assembly at tab end of belt			
2. Will insert first leather link into opening on tab			
3. Will insert leather link with slit down			
4. Will fold leather link to match holes and create new opening			
5. Will insert next leather link into created hole			
6. Will keep leather links aligned			
7. Will assemble 100% of links in above fashion			
8. Will correctly attach buckle link last			
9. Buckle link will be right side up			
B. Rhythm 1. Consistently attaches link correctly every 60-120 seconds			
2. Consistently attaches link correctly every 30-60 seconds			
3. Consistently attaches link correctly every 15-30 seconds			
4. Consistently attaches link correctly in less than 15 seconds			
C. Bi-Manual Coordination 1. Tab is held securely while first link is inserted			
2. Each link is held firmly with one hand while other hand manipulates new link			

3. Last link is held firmly while buckle link is attached ______

Total time required to correctly assemble a 28 inch belt:

______ on (date) ______

______ on (date) ______

______ on (date) ______

Work Performance: Electric Sander Operator

(A and B must be performed consistently before operation of sander)

A. Gross Motor Coordination			
1. Picks up and supports sander for 30 seconds			
2. Picks up and moves sander 10 feet			
3. Sets sander down on all four suction cups simultaneously			
4. Plugs, unplugs cord			
B. Safe Handling of Tools			
1. Identifies plug and where cord plugs in			
2. Identifies on/off switch and use			
3. Identifies sanding disc and use			
4. Demonstrates where hands may be safely placed when sander is running			
5. Demonstrates where one sits when sanding			
6. Demonstrates which side of sanding disc sanding is always done (down side) and why (wood is not kicked up at) sander			
7. Identifies need for apron, goggles			
8. Demonstrates pressure applied to wood (so that sander is not stopped by wood pressure)			
C. Multiple-Step Power Operation, Bi-Manual, Eye-Hand, Manual Coordination, Power, Repetitous			
1. Checks to see that sander is "off"			
2. Plugs cord into outlet			

3. Wears eye protection and apron			
4. Wood is held directly in front of sander			
5. Wood is held in front of "down rotation" of disc			
6. Wood is held firmly with both hands away from disc			
7. Wood is slowly guided into sander			
8. Wood is moved, not held in one place			
9. Sanding removes all sharp edges required			
10. Sanding removes all unwanted projections			
11. Wood is not burned by sander			
12. Edge of disc does not gouge wood			
13. A rounded edge is achieved where required			
14. At the end of sanding, sander is turned "off"			
15. Sander is unplugged			
16. Sawdust is cleaned off			
D. Physical Conditions - Noise, Air			
1. Worker has no observable reactions to sawdust in the air			
2. Worker's performance is not observably hindered by noise distraction			
3. Worker can remain at work station over 1 hour			

Work Performance: Cleaning Porcelain

A. Manual Coordination

1. Worker is able to control manipulation of sponge			
2. Enough pressure is applied to sponge to remove all visible dirt			
3. Cleanser is manipulated so that desired amount of powder is applied to sponge or surface			

B. Safe Handling of Agents, Multiple-Step Manual Operation , Eye-Hand Coordination

1. All objects are taken out of the sink including emptying drain stopper of food particles			
2. Drain stopper is left open			
3. Entire sponge is wetted			
4. Cleanser is sprinkled on sponge, between 1 teaspoon and 1 tablespoon full			
5. Sponge is placed in sink, cleanser side facing down			
6. Hand is held over top of sponge			
7. Pressure is used to scrub sink surfaces			
8. Water or cleanser is not spilled over			
9. Water is not left running while scrubbing			
10. All surface area of sink is scrubbed			
11. Sponge is rinsed under running water and wrung			
12. Sink surface is rinsed with sponge or water squirting device in sink			

Work Performance: Washing Dishes by Hand

A. Manual Coordination, Bi-Manual Coordination			
1. Dishes are brought to wash basin without breakage			
2. Wet dishes are removed from wash basin without breakage			
3. Dishes are manipulated in the basin without breakage			
B. Safe Handling of Agents			
1. Worker identifies correct soap from minimum of five cleaning agents			
2. Worker demonstrates adding correct amount of soap to basin			
3. Worker demonstrates correct procedure for preparing wash water			
C. Multiple-Step Manual Operation, Handling Utensils, Eye-Hand Coordination			
1. Washer stands directly in front of basin when washing			
2. Washer uses both hands in water when washing			
3. Washer uses dish cloth to rub entire surface of dishes, etc.			
4. Washer rinses under running water or with water squirting device			
5. No water is splashed or spilled on floor			
6. No water is splashed or spilled on washer			
7. Dishes are placed solidly in drying recepticle			
8. Arrangement of washed dishes is efficient, with room made for all dishes			

9. Glasses are washed first			
10. Silverware is washed second			
11. Plates, bowls, serving dishes are washed third			
12. Pots and pans are washed last			
13. Wash basin is emptied without spillage			
14. Washcloth is wrung and hung to dry			

Work Performance: Floor Care, Mopping

A. Gross Motor Coordination, Whole Body Range of Motion, Balance

1. Holds mop securely during entire operation			
2. Mop is kept at approximately a 45° angle to body while washing floor			
3. Mop is lowered into water with both hands			
4. A "back and forth" motion is used to scrub floors			
5. Enough pressure is applied to mop to remove visible floor dirt			
B. Manual, Bi-Manual Coordination, Eye-Hand-Foot Coordination 1. If necessary, water is wrung from mop by hand, while balancing mop against body			
2. If provided, mop is wrung through foot controlled device on bucket			
C. Safe Handling of Agents 1. Worker identifies correct soap from minimum of five cleaning agents			
2. Worker demonstrates putting correct amount of cleaning agent into bucket			
3. Worker demonstrates correct procedure for adding water			
D. Safe Handling of Tools, Multiple-Step Manual Operation 1. Mop is lowered completely into soapy water			

2. Water is not splashed over bucket sides onto floor			
3. Mop is raised out of water directly over bucket			
4. Water is squeezed out of mop			
5. Mop is not dropped while squeezing end			
6. Water is not spilled while squeezing			
7. Mop is held with both hands while mopping floor			
8. Washing is one in "back and forth" motion			
9. Washing is done in small 3x5 foot square section, then returned to soapy water			
10. Washing begins corner or end of room away from door			
11. Washing sections progressively move toward the door			
12. The soapy water is moved with the person mopping			
13. The washed floor is not stepped on			
14. Soapy water is emptied without spillage			
15. Mop is wrung and hung to dry			

Work Performance: Floor Care, Vacuuming

A. Gross Motor Coordination, Manual Coordination, Balance			
1. Vacuum cleaner is manipulated without damage to vacuum, worker, or furnishings			
2. Vacuum is moved with worker			
3. Floor attachment is kept at approximately a 45° angle to body during vacuuming			
4. Vacuuming is done by moving attachment with arm in a "back and forth" motion			
B. Multiple-Step Power Operation, Safe Handling of Tools			
1. Cord is unwrapped from vacuum			
2. Cord is plugged into wall			
3. The floor attachment is correctly inserted into vacuum			
4. Vacuuming starts at perimeter of rug			
5. Vacuuming is orderly, moving across floor			
6. All visible dirt is removed			
7. Vacuum is unplugged			
8. Vacuum bag end is opened			
9. Dirt bag is taken out			
10. Dirt is emptied without spillage			
11. Bag is replaced or new bag inserted back into machine			
12. Cord is wrapped around vacuum			

Work Performance: Cleaning Indoor Glass

A. Manual Coordination, Gross Motor Coordination

1. Worker manually manipulates cleaning cloth			
2. Enough pressure is applied to remove all visible dirt			
3. Worker reaches, stoops, etc., as necessary to reach entire glass surface			
B. Safe Handling of Agents 1. Worker selects correct cleaning agent from minimum of five cleaning agents			
2. Worker demonstrates correct procedure of spraying away from body			
3. Worker demonstrates spraying correct amount of cleaner on glass			
C. Multiple Step Manual Operation 1. Window shades and curtains are moved aside/raised as needed			
2. Flow from spray cleaner is directed toward window			
3. Spray cleaner is held 6"-10" away from window			
4. No spray cleaner runs off window onto floor			
5. Cloth is used to wipe window in either horizontal or vertical direction			
6. Clean dry side of cloth used to buff window			

Work Performance: Bed Making

A. Color Discrimination

1. Will select sheets/pillowcases the same color from minimum of ten sheets of various colors			
2. Will select coordinated solid/print sheet combination from minimum of ten sheets of various solids/prints			
B. Gross Motor Coordination, Whole Body Range of Motion, Balance			
1. All sheets, blankets will be manipulated so as to be aligned correctly on bed			
2. Worker will stoop and reach as necessary to perform entire operation			
3. Bed will be moved if necessary			
C. Multiple-Step Manual Operation, Bi-manual Coordination			
1. Upon being shown a bed with misplaced spread, smooth spread			
2. With a misplaced pillow and spread, will correctly complete bed			
3. With a misplaced pillow, spread, and blanket, will correctly complete bed			
4. With misplaced pillow, spread, blanket, and upper sheet, will complete bed			
5. Given a bare mattress pad, two sheets, pillow, pillowcase, blanket, and spread, will begin by aligning pad on mattress			
6. Will put bottom sheet on bed			
7. Will tuck sheet completely around mattress			
8. Will select a second sheet to put on bed			

9. Will tuck sheet in at foot of bed			
10. Will select blanket			
11. Will tuck blanket in at foot of bed			
12. Will select bedspread			
13. Will place bedspread evenly on bed			
14. Will fold over bedspread at head			
15. Will place pillow inside of case			
16. Will place pillow at head of bed on folded bedspread			
17. Will bring bedspread up over pillow			
18. Will smooth out any wrinkles, nothing but bedspread shows around bottom of bed			

Work Performance: Laundry, Sorting, Machine Washer and Dryer

A. Color Discrimination, Number of Variables in Sorting 1. Given an assortment of clothing, worker sorts whites from colors			
2. Worker sorts any amount of laundry into three piles: white, colored, and "good" clothing			
3. Worker sorts washed laundry into piles for normal and delicate			
4. Will sort dried laundry into two piles, iron and no-iron			
B. Gross Motor Coordination, Whole Body Range of Motion 1. All laundry is added to washing machine one article at a time			
2. All articles are turned right side out			
3. Laundry is evenly dispersed in washer			
4. Worker stoops and reaches as necessary to load washer, dryer, and remove laundry			
C. Manual Coordination 1. Soap is measured and added without spilling			
2. Dials are manipulated and set to correct position			
D. Safe Handling of Agents, Sequential Machine Operation and Set-up, Multiple Power Tools, Multiple Step, Size Discrimination 1. Worker identifies correct soap from minimum of five cleaning agents			
2. Measures and adds detergent correctly			

3. Will sort white and colored clothing into two piles			
4. Will load white clothes by first putting correct amount of detergent into washer			
5. Will put clothing evenly dispersed in washer and close lid			
6. Will set temperature control on Warm			
7. Will set agitation control on Normal			
8. Will set dial on correct time control on Normal			
9. Will begin washer 10. Will not open washer until it shuts off			
11. Will remove clothes to designated area			
12. When washing colored clothing, will set dial on Warm			
13. When washing cold water clothing, will set dial on Cold			
14. When washing delicate clothing, will set dial on Delicate			
15. When washing small load, will set dial correctly			
16. When given wet clothing for one dryer load, will put clothing inside dryer and shut lid			
17. With verbal directions, will start machine			
18. Will sort clothing to be dried into two piles, normal and permanent press			
19. Will sort clothing into three piles, normal, permanent press, and delicate			
20. Will locate normal dryer cycle and begin machine			

21. Will locate permanent press cycle and begin machine			
22. Will locate delicate cycle and begin machine			
23. Will not remove clothing until dryer shuts off			
24. Will remove clothing to designated area			
25. Will sort clothing according to fold, hang, or iron			
26. Will correctly fold clothing			
27. Will correctly hang clothing			
28. Will sort out clothes to be ironed			

Work Performance: Ironing

A. Gross Motor Coordination, Strength			
1. Ironing board is brought to work area			
2. Board is correctly set up without injury to worker			
3. When finished, board is correctly taken down and stored without injury to worker			
B. Manual, Bi-Manual Coordination, Safe Handling of Tools			
1. Iron is manipulated without injury to worker			
2. One hand manipulates iron while other hand is used to control and manipulate cloth			
3. Neither hand is injured during ironing			
4. Iron is set on rest while changing cloth			
5. Ironing board cover is removed and replaced when it hampers ironing			
C. Multiple-Step Manual and Power Operation			
1. Will independently set up board			
2. Will plug in iron and set on end to heat			
3. With iron temperature set, will press a man's handkerchief, napkin			
4. With iron temperature set, will press an apron/ties			
5. With iron temperature set, will press luncheon cloth, table cloth, curtains			
6. With iron temperature set, will press a creased pair of slacks			

7. With iron temperature set, will press a shirt with yoke, sleeves, cuffs, collar			
8. With iron setting on "steam" will add water correctly			
9. Given cotton, denim, will select correct setting			
10. Given synthetics, will select correct setting			
11. Given velvet, will select setting and select pressing cloth			

Work Performance: Table Setting

A. Manual Coordination, Bi-Manual Coordination

1. All utensils are handled without damage to them			
2. Worker carries only the amount of utensils possible without dropping any			
3. Both hands are used to carry and position all utensils			
B. Handling of Food Utensils 1. Plates are handled on bottoms and sides			
2. Glasses are handled on outside			
3. Silverware is touched only on handles			
4. Table is washed correctly when necessary			
5. Any unclean utensils are noted and not used			
C. Multiple-Step Manual Operation, Number of Variables 1. Will check to see if table surface is clean and dry			
2. If table needs, will wash and dry			
3. Will place clean tablecloth on table			
4. Will align table cloth			
5. Will place designated number of placemats on table			
6. Will align placemats in front of each chair 1"-2" from edge of table			
7. Will carry plates from cupboard to table			
8. Will place one plate at each place-setting			

9. Will align plate in front of each place 1"-2" from edge of table or placemat			
10. Will carry glasses from cupboard to table			
11. Will place one glass at each placesetting			
12. Will place glass at correct location at each placesetting (1:00-2:00 o'clock)			
13. Will bring silverware from drawer to table			
14. Places one each at placesetting: knife, fork, spoon, if designated also salad fork, soup spoon			
15. Places knife at right of plate, aligned			
16. Places knife blade out			
17. Places spoon to right of knife, aligned			
18. Places fork to left of plate, aligned			
19. Places soup spoon, salad fork correctly			
20. Will return any unused silverware to drawer			
21. When used, will bring cups/saucers to table			
22. Will correctly place cup/saucer at each placesetting (2:00-3:00 o'clock)			
23. Will correctly fold napkin as designated			
24. Will place one napkin at each place to left of fork, aligned			
D. Food Handling, One-step Food Preparation			
1. Hands are washed prior to work			
2. Food to be served will be put into appropriate serving dishes			
3. Any food remaining will be correctly stored			

E. Personal Service

1. If diners are present during table setting, worker does not verbally or physically disturb them			
2. If diners are present during table setting, worker will answer all direct questions or requests			
3. If diners are present during table setting, worker will ask to be excused whenever he/she needs to reach in front of diner			

Work Performance: Busboy (Clearning, Storage, Loading Dishwasher)

A. Manual, Bi-Manual Coordination

1. All utensils are handled without damage			
2. Worker carries only the amount of utensils possible without dropping any			
3. Both hands are used to manipulate utensils			
4. Both hands are used to load dishwasher			
B. Safe Handling of Utensils, Safe Handling of Tools, Machine Set Up 1. Worker identifies correct dishwasher soap from minimum of five cleaning agents			
2. Worker demonstrates correct procedure for measuring detergent and adding to dishwasher			
3. Worker identifies when dishwasher is loaded correctly and ready to be operated			
4. Worker correctly closes dishwasher and sets dials			
5. Dishwasher is correctly begun			
6. Dishwasher is opened only after cycle is completed			
C. Multiple-Step Manual and Power Operation Sanitary Food Handling 1. Will scrape each designated dish into appropriate place			
2. Will wash cleared table and dry			
3. Will shake placemat/cloth in correct place			
4. Will remove and correctly deposit soiled table linen			

5. Will return any unused foot to correct location according to VII, Q			
6. Will independently load dishwasher			
7. Will independently add soap to dishwasher			
8. Will independently start dishwasher			
9. Upon completion of dishwasher cycle, will open and remove contents			
10. Will return glasses to cupboard			
11. Will return plates to cupboard			
12. Will return and sort silverware			
13. Will return and stack pots/pans			
14. Will correctly return any other utensils			
15. Will correctly replace any washed appliances			
16. Will take apart and wash appliance parts by hand when a mixer has been used, and put together			
17. Will take apart and wash appliance parts by hand when a blender has been used, and put together			
18. Will take apart and wash appliance parts when a toaster has been used, and put together			

D. Personal Service

1. If diner are present during table clearing, worker does not verbally or physically disturb them			
2. If diners are present during table clearing, worker will answer all direct questions or requests			
3. If any food is left on plates, table clearer will inquire as to whether diner is finished			
4. If diners are present, worker will ask to be excused whenever he/she reaches in front of diner			

Work Performance: Child Care Assistant

A. Personal Service to the Public

1.	Babysitter follows prescribed procedure for meeting child			
2.	Child's guardian (parent, teacher) is asked for any specific instructions to be followed			
3.	All supervisory directions are followed concerning care for the child			
4.	No physical harm is done to the child while under assistant's care			
5.	Child is within sight and hearing range of assistant entire time of care			
6.	Assistant's attention is directed towards child entire time			
7.	Assistant changes activity upon direction of supervisor, or at a time when child will no longer participate in activity			
8.	Assistant is able to conduct a minimum of five activities for any ability level (up to 8 year maturity level)			
9.	Assistant is able to supervise and assist child to bathroom			
10.	Assistant maintains supervision or disciplines if necessary in such a way that activities or noise do not disturb others in area			
11.	Babysitter follows prescribed procedures upon completion of child care assignment			

Work Performance: Sandwich Preparation
(or Buttering Bread)

A. Handling of Tools and Food Utensils, Sanitary Food Handling

1. Hands are washed prior to beginning work			
2. Utensils are checked for cleanliness and washed if necessary			
3. Work area ia checked for cleanliness and washed if necessary			
4. Food recepticles are checked for cleanliness and washed if necessary			
5. Prepared food is placed in designated recepticle or storage			
6. Any unused food and utensils are put away correctly			
B. Finger Dexterity, Bi-Manual, Multiple Tools in Operation			
1. Bread is secured by one hand			
2. Utensil is held securely by other hand			
3. Utensil is held correctly to spread or slice			
4. Procedure for spreading or slicing is followed correctly by manipulating hand tools			
5. Worker uses both hands to hold food			
6. Grinders, choppers, etc., are used as required			

C. Multiple-Step Food and Manual Preparation, Number of Variables in Assembly

1. All foods and materials are brought to work area			
2. Foods are arranged for maximum efficiency			
3. All designated spreads are put on sandwich in correct order			
4. Proper tools and cutting surfaces are used in progression as needed			
5. Sandwiches are assembled and cut as designated			
6. Sandwiches are arranged as designated or stored correctly			
D. Manual Repetitious, Maintenance of Assembly Line 1. All steps are repeated to produce as many sandwiches as required			
2. A section of the preparation is repeated if sandwiches are prepared in an assembly line			
3. Speed of assembly is maintained so that other workers are not hindered			

Work Performance: Vegetable Preparation

A. Manual, bi-manual, eye-hand coordination, finger dexterity, multiple tools in operation

1. Vegetable is held securely in one hand			
2. Utensil is held securely in one hand			
3. Utensil is held correctly to peal, pare, slice, etc.			
4. Procedure for slicing, pealing, etc., is followed correctly by manipulating hand tools			
5. Worker uses both hands to hold vegetable securely and operate hand tool			
6. Worker watches work at all times, progressively working on vegetable			
7. Finished vegetable is completely pealed or cleaned			
B. Safe handling of tools and food utensils, sanitary food handling 1. Hands are washed prior to beginning work			
2. Utensils are checked for cleanliness, and washed if necessary			
3. Work area is checked for cleanliness and washed if necessary			
4. Vegetables are washed in cold water			
5. Food recepticles are checked for cleanliness and washed if necessary			
6. Cleaned vegetables are placed in designated recepticle or storage			

Work Performance: Salad Preparation

A. Finger Dexterity, Bi-Manual Coordination			
1. Manipulates a pealer correctly			
2. Manipulates a small paring knife correctly			
3. Manipulates a grater correctly			
4. Uses one hand to grasp food, the other to manipulate tool			
5. Shreads greens manually by using fingers to grasp and tear			
6. Uses both hands to shread greens			
B. Multiple Step Manual, Multiple Step Food Preparation			
1. All necessary foot items are brought to work area			
2. All necessary utensils and containers are brought to work area			
3. Foods are washed in cold water			
4. Foods are prepared by shreading, paring pealing, slicing, or grating			
5. Dressing is mixed with sald or poured on salad as necessary			
6. Any required seasoning is added			
7. Completed salad is transferred to individual bowls, or a large bowl as required			
8. Salad is delivered to correct location			
9. Work area is cleaned			
C. Size Discrimination			
1. Correct amount of food is prepared for required number of servings			

2. Correct amount of food is put into each salad container			
3. Designated amount of dressing is added to salad			
D. Sanitary food Handling, Safe Handling of Tools, Handling of Food Utensils 1. Work area is checked for cleanliness and washed if necessary			
2. All utensils to be used are checked for cleanliness and washed if necessary			
3. A cutting board is used for any slicing, chopping, pairing work			
4. Food to be used in salad preparation is washed in cold water			
5. All utensils are used without injury to worker			
E. Repetitous Manual, Maintenance of Assembly Line Speed (salads prepared in bulk, assembly line process) 1. Worker retains location in assembly process			
2. Worker retains preparatory function in assembly process			
3. Speed of work does not inhibit co-workers			

Name____________________

APPENDIX B

APPENDIX C

APPENDIX D

NAME ____

AGE __________ BIRTHDATE __________________________
(MONTH) (DAY) (YEAR)

PHONE NUMBER ________________________________

DATE __________________________
(MONTH) (DAY) (YEAR)

ADDRESS ____________________________________

____

____
ZIP CODE

7.0 TMR CURRICULUM (VOCATIONAL EDUCATIONAL)

7.1 Instruction Goals - Extensive evaluation pertinent to the nature and future potential of TMR students is extremely important; however, the real value of evaluation lies in what is done with the evaluation results.

Evaluation is not meant as assessment to determine job placements. It is an ongoing process which provides information for training recommendations and results. Thus it is an ongoing process, showing not only inherent, but developing abilities until a student would receive specific job training for exit from the program.

Training which does not relate to vocational evaluation will not be reflected in evaluation results. Many Special Education programs relate training to increasing scores on achievement tests given to the "normal student". If schools and parents stress increasing IQ points and grade level equivalents, then it is difficult to break away from an emphasis on the traditional academic structure. All too prevalent is a belief that TMR students will be able to keep increasing IQ points until they are "normal".

In reality, the majority of TMR students at Coddington not only plateaued academically, but lose a great deal of their reading vocabulary and number memorization if not constantly reinforced. The implications for where the student will be at age 21, or years after leaving the reinforcement setting of school, must be questioned.

The major goal of instruction for a TMR program should be directed at the degree of independence the student can maintain after exit from school. Students remain in an academic program for a small portion of the day as long as their continued development warrents that placement. During observations, parents observe academic progress and its applicability to "life situations". They also observe and compare their child's training and progress in social, hygiene, and community skills. With few exceptions parents have become more satisfied with their child's developing "normalization" in independence than, "normalization" to academics.

The following quotes are from TMR parents, and underscore the basic difference in a life function model:

-"I've noticed a big difference in _____ this year. She actually volunteers to help with jobs at home." (Parent of 13 year old girl)

-"I guess they have to learn how to do things for themselves, we won't always be there." (Parent of 12 year old girl transferred from EMR Program)

-"At home he doesn't get these activities because he doesn't talk when he eats, watches TV, and goes to bed at 7:30 p.m." (Parent of 14 year old boy transferred from a totally academic program)

-"So this is where ______ learned how to sew. She keeps coming home and claiming she knows how to do all these new things around the house." (Parent of 13 year old girl on first visit to Coddington ten months after Program began)

-"I like the Evaluation and Training Reports. It helps me set up the same type of structure at home so that _______ training will be consistent." (Foster parent of 17 year old girl, former Special Education teacher)

-"I wanted ______ transferred here because I know he's gone as far as he can academically, I don't want to end up having to take care of him and give him bathes for all his life." (Parent of student being transferred into program next year)

7.2 Scheduling for Individualized Instruction - No two students will have the same evaluation results; therefore, students should not have the same training schedule.

. The greatest amount of individualized instruction possible should be provided. However, the following factors will have an impact on scheduling:

-class load

-number of available instructors per student

-number of available supervisors per student

-arrangement of facilities

-availability of materials

-nonflexible scheduled school activities (art, music, TV, etc.)

-number of students needing training in any one area (for grouping possibilities)

-varying ability of students to work without one-to-one supervision

Student scheduling is determined by two main criterion: instructional variables and student needs. The following procedures are used to determine each individual's schedule for instruction.

.1 Determination of needs - Following student evaluation, the evaluator identifies nine areas from ME Form B (Behaviors) and A (Adjustment) which the individual needs to compliment his functioning ability. Identifying all areas in which the student needs further development at one time often results in an unmanageable amount of training needs. Skill training is based on capitalization of strengths rather than remediation of weaknesses.

.2 Priority Based Instruction Form - The nine areas are transmitted to the Scheduling Form (see page 32). Needs are described in functional terms taken directly from the Evaluation Form.

.3 Concensus of Priorities - Parents and teaching staff each rate the needs, from 1 to 9, according to the emphasis they feel each area should have in the individual student's schedule. An average is made of the ratings.

.4 Scheduling - Given necessary limitations, schedules are developed with priorities being given the largest amount of time and emphasis. Needs rated as lower priorities and additional needs are stressed when possible.

.5 Staffing - Informal staffing occurs prior to school when a staff member feels such a meeting is necessary. Identification of a student's developed competency in a training area may be presented, at which time rescheduling would occur. Identification of a student's plateau in a training area may be brought into a meeting, at which time suggestions for compensation training, different modes of training, or rescheduling may occur. A meeting may be called to discuss a student's changing priority needs resulting from age and developing skills.

Formal reporting to parents, parent-teacher conferences, and reassessment of each student's schedule occurs each nine weeks.

7.3 Instruction Content - Curriculum content is to cover all areas identified in the Menomonie Evaluation for the purpose of enabling evaluation and training to be a continuous process.

Revisions and additions will be added when possible. In the absence of written lesson plans for a particular area, the suggested procedure for training is to use the Evaluation Form to identify tasks and objectives, and teach according to hands-on demonstration/imitation experience.

.1 Behavior Development - Behaviors are to be developed through reinforcements in a consistent environment.

Behaviors cannot be "taught". For example, it is useless to lecture a TMR student, explaining in detail how important it is to be to work on time so that one does not get fired and is unable to be paid, and than ask him to give five reasons for being punctual. The student must experience consequences and rewards for work behaviors in order to internalize them and make them meaningful.

An environment in which behaviors are to be developed must provide immediate and consistent reinforcers to desired behaviors. A brief description of environmental factors which are present in the work setting at Coddington follows.

-Location for Reporting to Work - Students report to the same location for each work period, emphasizing that work takes place in a definite setting.

-Time Periods of Work - Although length of work periods vary with individual tolerances, each worker must report for his/her job at the same time each day and follow the work schedule. Breaks are the same time each day. Workers take breaks independently and must observe the time to return to work. Clean-up and check out time must be followed by each worker.

This consistent daily time schedule is used to reinforce the fact that work takes place during specific predetermined times.

-Procedures for Checking Into Work - Definite checking in procedures must be followed each day when reporting to work. This began with a card with each worker's name on it being moved from an "Out" to "In" on a board, and gradually developed to where workers were maintaining weekly time cards to punch In and Out of work. Wages were not paid on time cards with work days where checking In/Out procedures were not followed correctly. Procedures for checking In and Out of work reinforce puntuality and the realization that work is a definite period of time set apart from the rest of the day.

-Supervision - A supervisor is available to cover all work stations utilized at any given time. A desired ratio for supervision is 1:4-8 workers. When the supervisor is also involved in evaluation and/or training a smaller ratio is desirable.

Supervisors are to be consistent in carrying out firing procedures.

Physical affection is not used as a means of praising work or enticing students to complete a job.

Evaluation procedures are consistently followed, with workers having opportunities to be evaluated and trained in various jobs. Training procedures are always to be done by a task approach.

Supervisor-worker interaction is mainly responsible and will be the primary reinforcement for behaviors students develop towards a "boss".

Procedures for dealing with others' behaviors that are displayed during work are primary determinents for all other work behaviors students develop.

-Work Reinforcers - Three work reinforcers are primarily used at Coddington:

1. Worker Identity: Workers are a definite group of people who report for work at the same time each day. They are accorded respect for their productive efforts by both staff and other students.

2. Wages: Students receive paychecks for the number of days recorded on their time cards each week. Paychecks are endorsed and taken to the "Bank" to be cashed. Money is then used to buy items at a school "Store". Such items are often tickets to participate in community sports; kits which workers have made on a job station; wood which may be used in shop during breaks (hobbies are not to be confused with jobs!); sewn items made by workers on a job station; underwear needed for an adjustment class in personal hygiene. Items in the store have either been made by workers prior to purchase, or are to be used within the school after purchase. Items which can be brought home and have no personal meaning or use are discouraged. After selecting purchases, the student pays for them and returns left over money to the bank. In this way money never actually leaves the school, but is continuously circulated from bank-student-store-bank, etc. (Accompanying instruction in money handling is dependent on individual abilities and needs.)

3. Completion of Goods or Services: Jobs are to result in a product or service which is visible to the worker upon completion. There is not much incentive to complete an assembly which the next worker on the line takes apart! Work samples which are assembly/disassembly are used at times for evaluation, developing speed, or practice; but during the paid work period jobs are to result in completion of a product or service. Jobs that make this possible can be developed throughout a school program. Laundry work was created through swimming and hygiene classes, food service jobs were provided by receiving lunches in bulk, curtains were made for the living room, cheese boards were constructed to sell in the school store, etc.

   Program budgets should provide for money to be spent during program operation in consumable materials (wood, fabric, etc.) to make "completion of goods/services" jobs feasible.

-Withholding/Withdrawing Reinforcers - Infractions of any designated work behaviors results in the worker being "fired". As workers increase work tolerance, the length of time being fired from work increases. Firing procedures are to be consistently followed by supervisors. When a worker has displayed inappropriate behavior, the supervisor calmly states the reason for being fired and instructs the worker to check our of work for the day (or whatever length of time is being used). Instructions and verbalizations are kept to a minimum. After the worker has designated on his/her time card that he/she is fired, the worker is to sit in a location where other workers are not disturbed. It was found at Coddington that if fired workers were asked to leave the room where they were working, they soon forgot what had happened. It was experienced that the impact of being fired was more intense and immediate if the worker stayed in the work area but was unable to participate in (1) worker activities, (2) was unable to complete any meaningful work while being fired, and (3) was not paid for that length of time. Other workers provided the most intense withdrawal of reinforcement by not including the fired person in the "worker group".

Supervisors use simple terminology in telling workers why they are fired. Workers are asked to repeat the reason to their supervisor. Workers are asked to verbalize as to why they were fired when paychecks are distributed and amounts of paychecks considered and discussed.

.2 Adjustment and Work Skills Training - Behavioral "training" has been presented as a developmental, rather than teaching process. Emphasis is placed on providing a consistent environment in which students can experience responses to behaviors situationally displayed, thereby developing behaviors appropriate to given situations.

Adjustment and work skills training should also occur in a realistic environment, e.g., learning to use money should occur in a situation where money is actually being handled. However, adjustment and skill training also lends itself to other teaching techniques. Demonstration-imitation is the main technique utilized, with additional teaching processes such as omission of tasks, self-instruction, discussion, etc., being usd in lesson plans when appropriate to lesson objectives and individual needs.

A future goal of the Menomonie Program is development of lesson plans for all evaluation areas. In the absence of specific lesson plans for a given area, training is done by presenting skills by tasks as they appear in the M.E. Form.

Samples of curriculum which have been developed to date follows. Adjustment training is provided in one-to-one situations (e.g., hygiene, language); small group (e.g., money value, calendar use); or in groups of four to eight students (e.g., motor skills, shopping). Work skill training occurs on a one-to-one basis if training is being provided "on the job". When work skills are integrated in to other areas of the curriculum such as during an art class, or during leisure time, they are often taught in small groups.

Again, class scheduling is determined in a compromise between two factors: (1) curriculum needs as determined by individual students and (2) realistic resources available such as number of teachers, time, materials, and space.

7.4 Sample Curriculum - Curriculum materials are developed to exhibit the relationship between evaluation and diagnostic teaching.

.1 Pretesting (ME-A,B,S) determines entry level areas of strengths and weaknesses.

.2 The students' individualized learning programs reflect teaching priorities determined by pretesting, along with staff input.

.3 Curriculum is cross-referenced to the ME Forms A,B, and S in the left margin. For example, the ME-A, VII,G in the left margin of Lesson 1 of Telephoning is interpreted:

ME-A	VII	G
ME Form A, Adjustment	Independent/ Community Living	Community Mobility

.4 Students do not automatically progress through an entire training unit. An individual may, for instance, require only two of the eight telephoning lessons if pretesting indicated partical competency.

.5 Re-evaluation follows prescriptive teaching, resulting in a changing developmental profile.

The following sample curriculum units are taken from materials developed specifically for the MS/TMR Program.

TELEPHONING

LESSON 1: INTRODUCTION

Materials: Access to a minimum of three telephones in different locations, both private and public pay phones.

Tasks, Objectives:

Verbally identify telephone in minimum of three locales
Demonstrate correct procedure for getting into, out of, and closing door in a public phone booth
Demonstrate correct procedure for removing and holding receiver correctly
Demonstrate correct procedure for replacing receiver
Demonstrate correct dialing procedure (for any given numbers)
Identify dial tone as appropriate time to dial, lack of dial tone as being inappropriate to use telephone

Procedures:

Demonstration and Imitation

Teacher demonstrates each task manually, student imitates.

ME-A
VII,G

Community Interaction

Student walks through business area of city, noting all observable telephones. This procedure should then be expanded to include looking for telephones in public facilities. (Shopping malls, laundrymats, restaurants, etc.) Students (depending on individuals) could also be responsible for asking assistance in locating a telephone, e.g., in a store.

When locating a telephone in the community which is not in use, student practices getting in and out of a phone booth, picking up and replacing the receiver.

Omissions and Corrections

Teacher of various students demonstrate incorrect techniques for using a telephone while others watch and note errors. Student who noted error then demonstrates correct technique. The following errors of use are possibilities: walk into a phone booth and leave the door ajar; pick up the receiver and hold it upside down; stretch the receiver out as far as it will go; replace the receiver incorrectly, etc.

Evaluation: Completion of task

ME-A
VI,D

Evaluated before and after instruction.

LESSON 2: MONEY IN THE PAY PHONE

Materials: Assortment of change, access to a pay phone

Tasks, Objectives:

- Identify which requires money, pay or private phone
- Identify where money slots are on a pay phone
- Identify pennies as being inappropriate to put into a pay phone
- Demonstrate insertion of various coins into slots which are the corresponding size
- Identify dial tone as being heard after correct insertion of money
- Demonstrate correct procedure for depressing "money return" lever
- Demonstrate removal of money after it is returned

Procedures: Demonstration and Imitation

Teacher demonstrates correct procedures for tasks, students imitate.

ME-A VII,C

Student Telephone Usage

Student examines size of slots and size of coins, matching corresponding sizes.

Student is to determine when he has put in the correct amount of change by listening for the dial tone. He is to listen for it after inserting every coin. If for any reason he does not hear the dial tone after a number of insertions, he is to be shown how to depress the money return lever and get his coins back.

Community Interaction

Arrange beforehand to call a number which will be busy. Instruct student to dial this number (repeating one number at a time) so that student will hear the "busy tone" and identify it as not being the dial tone. Have student hang up to experience hearing money being returned. Student then removes money.

Evaluation: Completion of tasks.
ME-A VI,D Before and after instruction.

LESSON 3: DIALING TO HOME PHONE NUMBER

Materials: Access to pay phones and private phone, assortment of coins, tape recorder, Teletrainer (available from phone company)

Arrange beforehand for someone to be at home to answer student's phone call if possible

Tasks, Objectives:

Student either memorizes own home phone number or has it on his person (in some exceptions where independent telephoning is not feasible, intelligibly saying parent's name may be a more realistic goal)
Demonstrates correct procedure for dialing home phone number from private phone
Demonstrates correct procedure for dialing home phone number from pay phone
Verbally responds with an appropriate greeting and gives complete name identification when phone is answered
Verbally identifies where phone call is being made from (the more specific the student is able to be the better)
Briefly communicate whatever message was decided upon ("come and pick me up, how long can I say here", etc.)
When desiring to speak to someone other than person answering, verbally expresses greeting, identification, and request for whoever is being called
Ends conversation with an appropriate salutation

Procedures:

Tape Recorded Demonstration

Have a pre-recorded tape made which demonstrates an appropriate conversation between a parent and son or daughter.

Tape Recorded Student Usage

Record actual and simulated conversations between student and parent, use for discussion of good points and parts which could be improved. Tape students calling home from various points in the community.

Role Play

Teacher-teacher, teacher-student, or student-student role play phone calls, while others watch and listen to note errors and suggest improvements.

Teletrainer

Can be used to simulate above suggested phone calls as well as extensive practice incorporating Lessons 1, 2, and 3.

Evaluation: Completion of tasks.
ME-A Done before and after instruction.
VI,D

LESSON 4: DAILING EMERGENCY NUMBERS

Materials: Private and pay phones, assortment of change, assortment of city phone books, Teletrainer, tape recorder

Tasks, Objectives: ME-A VI,B

In a minimum of three phone books, student locates numbers of Fire Department, Police, and Ambulance

Student correctly dials each (from local phone book) from a private phone

Correctly dials each from a pay phone

Intelligibly responds with short greeting and complete name when phone call is answered

Intelligibly gives location of call as accurately as possible with individual student

Intelligibly gives the following simulated reasons for call:

- building which student in is buring
- nearby building is burning
- someone is trying to break into the building
- student is lost
- student has been hurt
- person other than student has been hurt
- student observes car accident

Student decides who to call in each of the above simulated situations

Follows through on the following simulated directions by police, etc.:

- get out of the building you are in
- get away from the buildings
- stay right where you are
- move the person you are with
- do not move the person you are with
- go to your neighbors

Procedures:

Simulated Tape Recordings

Tape recordings are prepared which simulate emergency calls to above facilities. Comparisons may be made by students of good and bad calls, e.g., which one did the caller remember to tell the Fire Department where he was? etc. Students may listen to simulated calls and fill in missing parts of the call.

Students listen to simulated calls and decide which facility the call was made to.

Students listen to simulated responses to emergency calls and follow directions accordingly.

Student Tape Recordings

Students call to report a simulated emergency. They then listen to the playback to determine if they have reported all necessary facts. Students may listen to each others recorded calls to assess them.

Teletrainer

Students simulate calling in various emergencies. They then follow through on whatever directions are given.

Community Interaction

Facilities must be notified ahead of time that students will be calling. Permission must be obtained, and if possible students should be able to talk to a Policeman, etc., and receive instructions as to what to do in the "emergency."

Students are in a community location with a Phone Booth within walking distance. An emergency is simulated, and a student is assigned to get help. He must then follow through on the tasks necessary to find a phone booth, look up the number, and call.

Students are in the school setting. An emergency is simulated, and a student is assigned to get help.

Parent Interaction

If possible, parents should simulate emergencies at home and have the student follow through on calling for help. (If desired, arrangements could be made so that the student actually calls a teacher's house, and that teacher then simulates giving directions about what to do.)

Evaluation: Completion of tasks.
ME-A Done before and after instruction.
VI,D

LESSON 5: MAKING A PERSONAL SOCIAL CALL

Materials: Listing of phone numbers of at least three friends of the student, access to a private phone, Teletrainer (arrange beforehand to have at least one friend available to answer a phone call that will be made by student)

Tasks, Objectives:

Student will identify minimum of three complete names of friends
Given the phone numbers of these friends, will correctly dial these numbers on a private phone
Will respond with short greeting and identify self when call is answered
Will ask whether desired person is home
Will request to speak to desired person if that person is home
In the case of the desired person not being home, will either:
  leave message for that person to return the call
  leave a message again of name of caller
When the desired person comes to the phone, caller will again respond with short greeting and identification
Student will speak loudly enough for person to hear every word
Student will speak clearly and slowly enough for person to understand each word
If asked to repeat any part of phone call, will do so
At the end of the conversation, caller will make a short salutation, and wait for other person to do the same
Receiver will be replaced correctly

Procedures:

Demonstration on Teletrainer

Two teachers demonstrate (three if a third party is going to answer the phone) correct procedures for making a social call.

Teachers gain demonstrate, making errors. Students listen for errors and correct them.

Student demonstration

Above procedures are followed, but replacing teachers with students. Teachers may be on one end to simulate a third party answering phone, saying desired person is not home, etc.

Tape Recording

Students simulated calls are taped. They listen and note errors, then make additional recordings, seeking to correct errors.

Community Interaction

Students actually make personal phone calls. Other students may listen in or tape recordings made occasionally for critique of phone calls.

Evaluation: Completion of tasks.
ME-A Done before and after instruction.
VI,D

LESSON 6: ANSWERING

Materials: Private phone, Teletrainer, tape recorder

Tasks, Objectives:

Student moves to telephone and picks up receiver in response to ringing

Phone is answered with a short greeting and self identification

Student waits for caller to respond after initial greeting is made

If caller desires to speak with student answering phone, call continues as outlined in Lesson 5

If caller inquiries about a third person being home or available, student answers correctly

If caller requests to speak to a third person who is present and available, student agrees to get that person and asks caller to wait while he/she does so

If caller desires to leave a message, student asks caller to wait while a pencil and paper are brought to phone

Student asks caller to spell name, writing each letter as it's dictated

Student writes each number as it is dictated

Anytime the caller is giving the message too quickly, student asks caller to slow down

Message is delivered to correct person as soon as possible

Optional message taking technique:

Upon being asked to take a message, student informs caller that he/she will turn on a tape recorder for the message

Student turns tape recorder correctly on "record"

Caller is informed that the tape recorder is running

Receiver is held close to tape recorder microphone

At the end of message, student turns recorder to "off"

At the end of the conversation, student makes an appropriate salutation and replaces the receiver

Procedures: Demonstration on Teletrainer

Tasks are correctly demonstrated by use of the Teletrainer. Student then imitates the correct procedures.

Omissions and corrections may also be used with the Teletrainer.

Tape Recordings of Simulated Messages

Recordings are made of messages (name of caller and phone numbers). Students practice writing messages and delivering them to correct person.

Tape Recorder

Students are taught the correct procedure for turning the Tape Recorder on "Record" and "Off". They practice recording their own voices, voices of friends, and finally voices from the telephone.

Community Interaction

Arrangements are made beforehand for people to call into the school with various messages, asking for a particular person, asking to have a call returned, etc.

This may also be done by students going into the community and calling back to the school with various messages, or a teacher calling from a place in the community.

Tape Recordings of Actual Calls

Recordings are made of actual calls. Students critique their own and others phone calls. Students critique each others messages by repeating the letters and numbers which were to be written.

Evaluation: Completion of tasks.
ME-A Done before and after instruction
VI,D

LESSON 7: MAKING BUSINESS CALLS

(Requesting information about events, ordering food, calling place of employment)

Materials: Private phone, Teletrainer, tape recorder, phone book

Tasks, Objectives:

Inquiries:

Given number of local theatre, student will correctly dial number
Students make suitable greeting and requests information as to what show is playing
Student finds out what time the show begins
Student asks the price of admission
After finding out the above information, appropriate salutation is made

Leave From Work:

Given number of place of work (simulated number of school number may be used), student correctly dials number
Student briefly identifies self when phone is answered
States that he/she will not be in to work
Briefly gives reason for not coming to work, e.g., illness, funeral, etc.
Briefly states when he/she expects to return to work
Answers all questions correctly
After giving the above information, appropriate salutation is made

Ordering food for delivery:

Student decides and verbally tells teacher, supervisor, etc., what food would be appropriate to order before making call
Given number of restaurant, student correctly dials
Student briefly states identification and address
States that he/she would like to order food for a delivery
Student verbally lists all food to be ordered
Answers any questions promptly and correctly, e.g., what size? Any beverages? etc.
If asked to repeat order or slow down, he/she does so
Student requests price of order and time to expect delivery
When food is delivered, money and tip are ready (may be prepared by another person if necessary)

Procedures: Locating Business numbers

Students differentiate between white and yellow pages of the phone book. They compare, noting that white pages have only listings of names and numbers while the yellow pages often have pictures accompanying the numbers. Students examine pictures in the yellow pages, discussing what type of business is represented by the pictures. The student should be able to locate a Pizza Restaurant in this manner.

Other numbers which are required in this lesson may be written down and distinguished by pictures representing the various locations.

Tape Recorder

Teachers may simulate the types of business calls required in this lesson. Students listen and critique the phone call. Tape recordings may then be made of student-teacher and student-student simulated phone calls. The Teletrainer would be useful for taping both ends of a conversation.

Teletrainer

The person at one phone simulates being the place of business, the person on the other phone simulates asking for information, calling in sick, etc.

Community Interaction

(Parents should be contacted prior to this section.) Students call the school number to report any school absents. This would be especially beneficial to any students in vocational training. Whoever answers the phone (secretary) should be told to expect calls, and be briefed as to what questions to ask the caller.

Students actually call local theatres to request the information designated in "Tasks". On certain approved occasions, they might also actually order food to be delivered.

As students progress, more numbers should be added to their personal phone book. Student could again use the yellow pages to explore new possibilities of community places to call, stating beforehand what information will be requested by each locale. Possibilities might be: the Bank, a Barbershop, Drug Store, etc.

Evaluation: Completion of tasks.
ME-A Before and after instruction
VI,D

LESSON 8: LONG DISTANCE PHONE CALLS
(Direct dailing, Calling collect)

Materials: Private phone, pay phone, tape recorder, Teletrainer

Tasks,
Objectives:

Given a local phone book or private phone, student will identify any local phone number

Given any telephone number, student will compare it to a local phone number and distinguish all numbers which have different 3-digit numbers and must be dialed long distance (235-5839)
Shown a minumum of five complete phone numbers, student identifies "area codes" (715-235-5839)
Given any complete telephone number, student will compare it to local phone number and distinguish all numbers with different area codes which must be dialed long distance
Given a complete phone number with different area code, students dial 1, then area code, then number
Given a number with same area code, different 3-digit, student dials 1, then number
Student responds to an operator asking what number caller is making call from

Calling collect:
Student verbally states the city and state where he is calling to
Student has memorized the complete number to be called
or
Student has a written copy of the number to be called
or
Student has memorized the complete name of the person to be called
Student dials 0 and waits for an operator to answer
When operator answers, student states that the call is to be "collect"
Student states his/her identification
Student states city and state where call is to be placed
Phone number, or complete name of person to be called is given
Student correctly responds to operator asking what number call is being made from
Operator places call while student remains silent
Student begins talking only after operator gives a "go ahead"
Student responds by hanging up if operator informs him/her that no one answers, or if the collect call is not accepted, after thanking operator

Procedures: Tape Recordings:

Simulated long distance phone calls are made. Student listen and critique these.

Phone bills

Phone bills are examined by students. Student identify listing of "Money" or "Prices", discussing what does the money have to pay for. Student then compares name of city listed opposite the listing of money to the name of the city the bill is from, noting that all of the cities are away from "home". Students are to make the comparison of long distance phone calls costing money to local calls costing only a small amount.

Other costs listed on the phone bill may be discussed with certain students. However, the objective of this portion of the lesson is to realize that long distance costs money and should not be done indiscriminately.

The marking used to distinguish "collect" calls on the bill should also be pointed out on the section of the lesson dealing with collect calls, leading to the discussion that someone has to pay for any long distance phone call.

Student discussion

What would you do if you were lost in a strange city? Where might you find a phone booth? Who would you call for help? (Police, home, etc.)

If you were at camp and wanted to invite your parents to a special event, what could you do?

If your grandparents live in a different city, is there any way you can talk to them?

Community Interaction

Parents should be contacted about giving a student the opportunity to actually place a long distance phone call, as the Teletrainer would most likely be used in the school setting.

Evaluation: Completion of tasks.
ME-A Done before and after evaluation.
VI,D

SURVIVAL EATING

Unit I

Materials: Lesson 1: Lettus, dressing, salt and pepper, sink, bowl, fork

Lesson 2: Cabbage, mayonaise, salt and pepper, sink, cutting board, sink

Lesson 3: Lettuce, peach halves, cottage cheese, sink, bowl, fork, spoon

Lesson 4: Bananas,apples, mayonaise, sink, knives, bowl, cutting board, tablespoon, fork

Lesson 5: Review, need all of above materials

Tasks,
Objectives: Lesson 1: Lettuce Salad

Student brings lettuce from refrigerator
Brings dressing from refrigerator
Brings salt and pepper from cupboard
Brings bowl from cupboard
Brings fork from drawer
Removes enough lettuce for one serving
Lettuce is washed under cold water
Excess water is shaken from lettuce or drained on paper
Lettuce is torn into small pieces and put into bowl
Lettuce is lightly salt and peppered
From 1-2 tablespoons of dressing is put on lettuce
Dressing is recapped and put into refrigerator
Salt and pepper is put away
Utensils are put in designated place after salad is eaten
Work area is cleaned off

Lesson 2: Cole Slaw

Cabbage is differentiated from lettuce and removed from refrigerator
Mayonaise is recognized and removed from refrigerator
A sharp knife with straight edge is selected and brought from drawer
Cutting board is brought to work area
Bowl is brought from cupboard
A tablespoon is recognized and brought to work area
A fork is brought to work area
Enough cabbage for one serving is removed from head
Cabbage is washed under cold water
Excess water is shaken from cabbage, or drained on paper
Cabbage is placed in center of cutting board
Knife is held with blade down
Knife is used to chop cabbage into pieces smaller than 1" square
Chopped cabbage is kept in center of board so that none is spilled

Chopped cabbage is put into bowl without spilling
One tablespoon of mayonaise is added to cabbage
Cole slaw is gently stirred to prevent spilling
Cole slaw is lightly salt and peppered
Excess cabbage is wrapped and put into refrigerator
Mayonaise is recapped and put into refrigerator
Salt and pepper is put away
Utensils are put in designated place after salad is eaten
Work area is cleaned

Lesson 3: Cottage Cheese Salad

Lettuce is removed from refrigerator
Cottage cheese is brought from refrigerator
Can of peach halves are brought from refrigerator
Peaches are opened with can opener
Bowl is brought from cupboard
Fork is brought from drawer
Spoon is brought from drawer
One leaf (or equivalent) of lettuce is removed from head
Lettuce is washed, drained, and put into bowl
Fork is used to remove one peach half from can, allowing it to drip back into can
Peach half is placed on lettuce, cut side up
Enough cottage cheese is spooned out of carton to fill peach
Remaining peaches are covered and returned to refrigerator
Remaining cottage cheese is covered and returned to refrigerator
Remaining lettuce is wrapped and returned to refrigerator
Utensils are put in designated area after salad is eaten
Work area is cleaned

Lesson 4: Apple and banana Salad

Apples are removed from refrigerator
Bananas are removed from cupboard
Mayonaise is removed from refrigerator
Knife is brought from drawer
Bowl is brought from cupboard
Cutting board is brought to work area
Tablespoon is brought to work area
Fork is brought to work area
One apple is washed
Apple is cut into quarters on board
Stem, seeds, and brown spots are removed using knife in correct way
Apple is cut into bite-size pieces on cutting board
Banana is peeled
Brown spots are cut out of banana
Banana is cut into bite size pieces
Banana pieces are put into bowl
One tablespoon of mayonnaise is put into bowl
Salad is gently stirred to coat all pieces of apple/banana

Banana peeling, apple stems, etc., are thrown away
Mayonaise is recapped and returned to refrigerator
Utensils are put in designated area after salad is eaten
Work area is cleaned

Lesson 5: Review

All of the above tasks are to be met completely independently
Each student receives a salad as an assignment to prepare

Procedures: Demonstration and Imitation

Each task is performed with verbal reinforcement by teacher. Students either imitate each task as it is performed, or imitate entire salad preparation.

Omission of Tasks

Salads are prepared in the correct sequence, but with tasks omitted. Students are to "catch" the omitted tasks and show the correct way to perform the task.

Completion of Tasks

Salad is prepared up to any task, then student is required to complete preparation.

Matching

Salad ingredients are arranged randomly on table. Students must put ingredients together which are used in any given salad.

Each student selects any "salad ingredient". They are then asked to find a partner and decide if they can use their ingredients together for any salad.

Discrimination

Examine and discuss differences between salt and pepper.
Examine and discuss differences between lettuce and cabbage.
Examine and discuss differences between table knives and sharp knives to use for chopping cabbage.

Demonstration and Discussion

What would happen to the lettuce if it was put away in the cupboard after it was used? (Put some in cupboard and examine next day.)

What would happen if the leftover cottage cheese were put in the freezer? (Demonstrate)

Why is the can of peaches kep in the cupboard before it is opened, and then in the refrigerator afterwards? ("Germs" can get in when it is opened, keeping it cold helps keep germs out.)

Why do we want to get the water off the lettuce before we make lettuce salad? (Demonstrate)

Why do we stir cole slaw and fruit salad very gently?

Student Work

Students may work in pairs; individually in a group all preparing the same salad; or completely independently as required for review and evaluation.

"Mass Production"

Students may be assigned to make a number of salads after preparing one successfully. This can be done by preparing one salad completely at a time, or "assembly-line" fashion: putting lettuce in each bowl, putting a peach in each bowl, etc. For assembly line production, different students may be assigned to different tasks, as a vocational experience.

Diet (One after Lesson 5)

Ingredients used during the entire unit are assembled and each food is discussed as to what food group it belongs to. Students plan complete meals, then a daily menu, including the foods discussed.

Evaluation: Completion of tasks.
Evaluation form as designated.

Unit II

Sandwiches

Materials: Lesson 1: Cold butter, bread, fork, bowl, table knife

Lesson 2: Bread, butter, peanut butter, table knife, bread knife, cutting board, paper towels

Lesson 3: Bread, butter, tunafish, mayonnaise, bowl, spoon, drainer, table knife, bread knife, paper towels, cutting board, can opener

Lesson 4: Bread, butter, bologna, sandwich spread, bowl, spoon, table knife, bread knife, paper towels, meat grinder

Lesson 5: Review, all of the above materials

Tasks,
Objectives: Lesson 1:

Will bring all materials to table
Will slice off enough butter for two slices of bread
Places butter in bowl
Uses fork to thoroughly mash butter until spreadable
Uses blade of table knife to spread butter on bread
Thoroughly covers bread, without "globbing" butter
Bread is not damaged by spreading
All utensils are put in designated place when finished
Work area is cleaned

Lesson 2:

All materials are brought to work area
One slice of bread is buttered as in lesson 1
Peanut butter is spread on one slice of bread
Slices of bread are placed face to face, top to top
Bread is not damaged in any way
Sandwich is placed on cutting board
Breadknife is selected to cut sandwich cleanly in half
All utensils and foods are put in designated place
Work area is cleaned

Lesson 3:

All materials are brought to work area
One slice of bread is buttered as in Lesson 1
Can of tuna is opened correctly with can opener
Top of can is removed and thrown away
Tuna is emptied into a drainer held over the sink
Tuna is washed with cold running water

Excess water is shaken off
Tuna is put into a bowl
Enough mayonnaise is added to make tuna spreadable, and mixed in
Tuna mixture is spread on one slice of bread
Tuna mixture covers bread, approximately 1/2" thick
Slices of bread are put together face to face, top to top
Sandwich is cut cleanly in half on cutting board
All utensils and foods are put away in designated place
Work area is cleaned

Lesson 4

All materials are brought to work area
One slice of bread is buttered as in Lesson 1
Meat grinder is secured to table or countertop
Two slices of bologna are removed from package (more than 2+ sandwiches)
Bolonga package is rewrapped
One hand is used to push bologna into grinder, other to turn handle
Fingers are not hurt in grinder
All bologna is put entirely into grinder
Bowl is used to catch bologna as it comes out of grinder
Enough sandwich spread is added to ground bologna to make it spreadable
Bologna mixture is mixed with spoon
Bologna mixture is spread on one slice of bread
Mixture covers bread, approximately 1/2" thick
Sandwich is cut cleanly in half on cutting board
All utensils and foods are put in designated place
Work area is cleaned

Lesson 5:

Each student independently completes a sandwich assigned to him/her

Procedures: Demonstration and Imitation

Each task is performed with verbal reinforcement by teacher. Students either imitate each task as it is performed, or imitate entire sandwich preparation.

Omission of Tasks

Sandwiches are prepared in the correct sequence, but with tasks omitted. Students are to "catch" the omitted tasks and show the correct way to perform the task.

Completion of Tasks

Sandwiches are prepared up to any task, then student is required to complete preparation.

This may be done as a group project also, with one student doing the first five tasks, then the next student doing five, etc. This is a good simulated "assembly" food job.

Matching

Given any utensil (e.g., cutting board, strainer, etc.), student is to match it with a sandwich which requires that particular utensil.

Given any food item (e.g., tuna, mayonnaise, sandwich spread, etc.), student is to match it with a sandwich which requires that particular food.

Demonstration and Discussion

Is it easy to spread butter when it has been in the refrigerator? (Demonstrate) What could be done to make it softer? Try various methods, such as leaving the butter out, heating it, mashing it with a fork, etc.

What happens when butter is spread with something besides a table knife? Is there anything better? Try various utensils, such as steak knives, bread knives, spatulas, forks, etc.

Why is tuna fish drained? (Demonstrate)

Why is tunafish "held together" with mayonnaise? (Demonstrate)

Does everyone like their sandwich made exactly the same way? Compare by asking people whether they like much mayonnaise, butter on both sides, etc.

Diet

Ingredients used during the entire sandwich unit are assembled, and each ingredient is discussed as to what type of food it is. Students plan complete meals, then a daily menu, including the foods discussed.

Storage

Since sandwiches are not always made immediately prior to eating, some training in the procedures of wrapping and storing foods would be useful at this point. (Different methods should be tried to provide procedures for students who have difficulty with the dexterity required to use bread twisters, students who have difficulty coordinating plastic wrap, etc.).

A follow through on this activity could be preparing sandwiches for taking along on a community activity or for a student on work-study. Different ways of wrapping and storing sandwiches could be compared by looking at sandwiches and noting differences, for instance; is the sandwich wrapped in tinfoil as soft as the sandwich in a plastic bag; is the sandwich in the cooler as soggy as the sandwich left in the car window?

Evaluation: Completion of tasks independently.

Unit III

Soups

Materials: Lesson 1: Stove, saucepan, cup, hotpad, bowl

Lesson 2: "Cup of Soup", canned no-water soups, canned soups

Lesson 3: "Cup of Soup", saucepan, stove, cup, spoon

Lesson 4: Canned soup, saucepan, stove, bowl, spoon, can opener

Lesson 5: Canned no-water soup, saucepan, stove, bowl, spoon, can opener

Tasks,
Objectives: Lesson 1: Use of the Stove

Student verbally identifies "stove"
Burners are identified by pointing, touching, etc.
Dials are identified by pointing, touching, etc.
Student will indicate verbally (or by physically withdrawing from burner) what happens when burners are turned "on"
Student matches each burner to its corresponding dial
Upon request, student will turn dial to any number setting
Upon request, student will set dial on "High"
Upon request, student will set dial on "Low"
When asked to "boil water", student will select a saucepan
When asked to "boil water", student will then fill saucepan with water
When asked to "boil water", student will set saucepan on burner and turn corresponding dial to "High" or a high number setting
After boiling, saucepan will be removed from burner without harm to person
Upon request, student will pour hot water into a cup and into a bowl
Stove will be turned "off" when water is removed

Lesson 2: Differentiating Between Types of Soup

Student will identify at least two visual variables which distinguish each kind of soup from other kinds, e.g., color, size, shape, label, etc.
Student will identify verbally or manually which soup is made without any water
Student will identify which soup is made with one cup of water
The soup which is made with one can of water will be identified
Student will identify which soup makes the "most soup" when finished
The soup which only makes enough soup for one person will be identified

Lesson 3: "Cup of Soup"

All materials will be brought from storage
Student will assemble all materials in convenient location to stove
One cupful of water will be measured and poured into saucepan
Saucepan will be placed on burner and turned on "High" or high number setting
While water is heating, package of soup will be opened and poured into cup
Saucepan will be removed from burner when water is boiling or simmering
Hot water is poured into cup
Student will stir soup before serving or eating
Work area is cleaned up to look as it did before soup preparation

Lesson 4: Canned Soup

All materials will be brought from storage
Materials will be assembled in location convenient to stove
Can of soup will be opened without spilling
Can lid is removed and thrown away
Soup is poured in saucepan
One can full of water will be measured and added to soup
Soup and water are stirred together
Saucepan is placed on a burner, and burner is set on a medium temperature
Soup will be stirred often as it is heating
Soup is removed when it has begun to simmer or boil
Soup will be poured into as many bowls as requested
Work area is left as before

Lesson 5: Canned No-water Soup

All materials are brought from storage
Materials are arranged in location convenient to stove
Soup can is opened and lis is removed and thrown away
Soup is placed in saucepan
Saucepan is placed on burner and stove is set on a medium temperature
Soup is stirred often as it is heating
Saucepan will be removed when soup has begun to simmer or boil
Soup will be poured into as many bowls as requested
Work area is left as before

Procedures: Demonstration and Imitation

Each task is performed with verbal reinforcement by teacher. Students either imitate each task as it is performed, or imitate entire sandwich preparation.

Omission of Tasks

Sandwiches are prepared in the correct sequence, but with tasks omitted. Students are to "catch" the omitted tasks and show the correct way to perform the task.

Completion of Tasks

Soups are prepared up to any task, then student is required to complete preparation.

This may be done as a group project also, with one student doing the first tasks, then the next student doing a number of tasks, etc.

Sorting

To reinforce differentiating between different types of soup, students could sort a variety of soups into appropriate categories: all no-water soups, etc.

Differentiating Types of Soups in a "Store" Situation

Whether simulated, or in a real grocery store, students should recognize the three types of soup they have learned to prepare. In many stores there will be various brand names, and even more types of soup than those worked with in this lesson which the student should be aware of for the purpose of being able to select a soup which is familiar.

Estimating Quantities

Students should recognize that it is more appropriate to use a cup of soup or no-water soup for one person rather than prepare an entire saucepan full. They should also be able to make gross estimates concerning how many of cans of soup would be needed to make soup for ten classmates, etc. Depending on individuals, this could be done through trial; some form of record keeping; or possibly counting out the correct amount of bowls needed, and putting a can of soup between every three bowls, etc.

Demonstration and Discussion

Does water have to be stirred when heating? Does soup have to be stirred when heating?

Do all saucepan handles get hot when the saucepan is on the stove? What is a safe way of finding out if a handle is hot before picking up a pan?

How long can soup sit in a bowl before it gets cold? How can soup be kept "warm" before eating it?

Evaluation: Independent completion of tasks.

SEWING MACHINE OPERATOR

(piecework, no pattern)

Unit I

Straight Seams in One Thickness of Fabric

Introduction

Materials: Sewing machine, thread, scrap fabric

Tasks,
Objectives: Student will identify sewing machine
Student will identify where it is unsafe to place hands
Student will indicate seams which have been sewn with incorrect tension and threading are wrong
Student indicates seams sewn with correct tension and threading is correct
Student identifies machine with incorrect threading
Student identifies machine with incorrect bobbin threading
Student identifies machine with correct bobbin threading

Procedures: Demonstration

Teacher correctly threads machine and sews a straight seam (contrasting thread useful for visual comparison). Student examines seam. Teacher than threads machine incorrectly and sews a seam. Student examines and compares the two.

The same is done with correct and incorrect tension.

The same is done with and without bobbin thread.

Comparison and Sorting

Student compares samples of seams (some sewn correctly and some incorrectly). They are then sorted into "good" and "bad" sewing jobs.

Students compare machines, noting differences in threading. They indicate which is correct.

Evaluation: Completion of tasks.

LESSON 1: GETTING READY TO OPERATE MACHINE

Materials: Sewing machine (Singer School model used in training), with bobbin and spool correctly threaded.

Tasks,
Objectives
ME-A
V A,B,D,F

Demonstrate correct way to plug machine
Demonstrate correct sitting position when not sewing (foot off pedal, hands away from needle)
Turn on/off switch to "slow"
Demonstrate correct sewing position (one foot on pedal, other on floor; hands on either side of needle; sitting comfortably in chair)
Demonstrate smoothing thread out behind needle prior to sewing
Indicates if either the spool or bobbin thread is missing
Indicates if either the spool of bobbin thread is less than 4"
Demonstrate raising and lowering presser foot with lever
Demonstrates raising and lowering needle with wheel clutch
Demonstrates depressing reverse lever to sew backwards

Procedures: Demonstration and Imitation

Each task (and listed machine part) is identified by the teacher, and their function is demonstrated manually. Students imitate manually.

Omissions and Corrections

Teacher plugs in machine incorrectly without student watching. Student then looks and corrects error.

Teacher turns switch to "Fast", etc.

Teacher knots threads directly under needle, etc.

Teacher removes bobbin thread, etc.

Teacher cuts thread within 4" of needle, etc.

Teacher sits incorrectly, etc.

Demonstration and Discussion

What happens if we have our foot on the pedal when we turn the machine on? (Demonstrate)

What happens if we try to stand, sit too high, etc., when we are trying to sew? (Demonstrate)

What happens to the thread if it is knotted up under the needle when we start to sew? (Demonstrate)

What happens to the thread if it is knotted up under the needle when we start to sew? (Demonstrate)

What happens if the bobbin thread is gone when we begin to sew? (Demonstrate)

What happens if we try to put cloth under the presser foot if the foot and needle are down? (Demonstrate)

What happens if we sew without putting the presser foot down? (Demonstrate)

Student Work

Have the student independently perform tasks.

Evaluation: Completion of tasks
ME-S

Done before and after instruction -
Sewing Machine Operator

LESSON 2: SINGLE SEAMS, LESS THAN 12"

Materials: Sewing machine threaded correctly, fabric approximately 6"-12" square, scizzor

Tasks,
Objectives: Follow all procedures from Lesson 1
Selects point near fabric edge to begin seam
Raises presser foot and needle to accomodate fabric
Position fabric at selected spot and secures
Demonstrates correct sewing position
Depresses foot pedal to begin machine
If necessary, turns wheel clutch slightly
Uses pressure from both hands to guide fabric
Approximately 1/4" from edge of fabric, sewing stops
Presser foot and needle are raised
Fabric is pulled, extending thread 4"-6" from needle
Thread is clipped within 1/4" of fabric
Thread is clipped at seam beginning within 1/4"
Sewing is done without damage to machine or body

Procedures: Demonstration and Imitation

Each task is demonstrated manually by teacher. Students imitate (this is best accomplished with two machines).

Demonstration and Tool Use

Teacher points to wheel clutch, student demonstrates how it is used. The same is done with presser foot, lever, scizzor, on/off switch. (Teacher may also point to machine parts which are not to be handled by student such as tension lever, stitch control, zig-zag, etc.)

Demonstration and Discussion

What happens when we do not hold on to the fabric while we sew (Demonstrate)

What happens when we pull on the fabric with only one hand? (Demonstrate)

What happens when we keep sewing over the edge of the fabric? (Demonstrate)

Does the thread stay in the fabric. (Demonstrate how easy it is to pick out, and discuss making a knot.)

Make a straight seam and crooked seam. Have student watch how both were made. Discuss which is better. Look at clothing to see if clothes need crooked or straight seams.

Student work

Students should be allowed as much practice as necessary to independently finish tasks.

Evaluation: Completion of tasks
ME-S Sewing Machine Operator before and after instruction

LESSON 3 - BACK STITCHING

Materials: Same as Lesson 2 (it is especially important in this lesson that the machine be slowed to a speed where students can count stitches).

Tasks,
Objectives: Same as Lesson 1 and 2.
Three to eight stitches after beginning seam, operator stops machine
Operator depresses and holds reverse lever down while back stitching

Operator backs stitches over first stitching
Back stitching is 3-8 stitches
Stitching then continues forward
Approximately 3-8 stitches before fabric edge, operator again stops and back stitches in the same way
Fabric is removed as in Lesson 2

Procedures: Recognition of "Stitches"

Teacher sews slowly enough to count each stitch as it is heard. Student gradually counts along and then independently. Teacher demonstrates counting 1-2-3-4-5 frontward stitches, then 1-2-3-4-5 backwards stitches. (This is only one way of recognizing when to backstitch. If a student demonstrates backstitching at the beginning and end of a seam, there is no need for counting.)

Student Work

Student examines seams from Lesson 2, and indicates where they should have knots so that the thread would not come out.

Demonstration and Imitation

Teacher demonstrates each task manually. Student imitates.

Omissions and Corrections

Teacher back stitches in the middle of a seam. Student identifies error.

Teacher does not keep reverse lever down while back stitching. Student identifies error.

Teacher completes a sample seam with a number of omissions and errors. Student examines it, notes errors, and sews a seam correctly next to the teacher's seam.

Student Work

Student should be allowed ample time to practice independently performing tasks.

Evaluation: Completion of tasks
ME-S Before and after instruction
Sewing Machine Operator

LESSON 4 - STRAIGHT SEAMS

Materials: Same as Lesson 1, 2, and 3
Seam ripper, masking tape

Tasks,
Objectives: Same as Lesson 1, 2, and 3, plus:
Fabric is aligned with seam allowances designated by masking tape
Sewing is stopped as often as necessary to align with tape
Straight seam is maintained entire length of fabric
Seam allowance varies as tape is positioned farther from the needle

Procedures: Demonstration and Imitation

Teacher demonstrates correct way of aligning fabric with length of masking tape, and maintaining it during the length of the seam. Student imitates each step.

Omissions and Corrections

Teacher begins by aligning seam correctly, but during sewing moves the fabric to create an incorrect seam allowance. Student watches the fabric and tells the instructor to stop every time the cloth is not lined up with the tape.

Student Work

Students practice maintaining a correct seam allowance on increasing longer lengths of fabric.

Evaluation: Completion of task
ME-S Sewing Machine Operator

APPENDIX

Brief Description of Work Batteries

Use with TMR Students

Contents:

TOWER
WREST
MIND, VIEWS
JEVS
VIEWS
SINGER GRAFLEX
VALPAR
Drawings of VALPAR

Note: Unless otherwise indicated, the above Work Sample Batteries were normed on a working population. Hopefully TMR students would be evaluated for potential training areas, rather than with the intention of being placed directly on a job. For this reason learning curves are much more useful than job norms, and work samples should not be bought simply for the worker norms.

The following jobs were found appropriate for TMRs by the Dictionary of Occupational Titles (D.O.T.) and "Guide to Jobs for the Mentally Retarded" by Peterson & Jones, 1974.

	(Data,	People,	Things)
Handling	.8	8	7
Feeding-Offbearing	.8	8	6
Tending	.8	8	6
Manipulating	.8	8	4
Routine checking and recording	.6	6	8
Sorting, inspecting, and measuring	.6	8	7
Child and adult care	.8	7	8
Miscellaneous personal service	.8	7	8

TOWER SYSTEM

The TOWER Work Samples are grouped into six categories: clerical, drafting, drawing, leathergoods, lettering, and machine shop. Administration of the TOWER Work Samples to a TMR individual is not recommended because of the high level of numerical aptitude, clerical abilities, sequencing, mechanical abilities, etc., necessary to meet the established norms. Several of the work samples could be purchased to develop specific skill deficits rather than being used to evaluate job entry competencies. Classroom materials could be used to make similar work samples at less cost for the purpose of training.

Clerical

1. Business arithmetic
2. Typing
3. Payrool computation
4. Sales book
5. Record Keeping
6. Business Letter

Drafting

1. T-Square
2. Compass
3. Working drawing
4. Drawing to scale
5. Geometric Shapes

Drawing

1. Perspective
2. Forms, shapes, and objects
3. Shading
4. Free hand sketching

Leathergoods

1. Use of ruler

Lettering

1. Lettering freehand
2. T-Square

Machine Shop

1. Reading measurements
2. Blueprint reading
3. Measuring with a ruler
4. Drawing to measurement
5. Metal layout
6. Drill press operation

MIND

Mind, a division of IDEAL, has a series of work samples which are audio visual and self instructional. The slides and tapes are not interchangeable though, and like SINGER are very expensive units.

Using the self-instructions of MIND would be very difficult for TMR students, thus making the norms

Work Samples

1. Reading, Technology
2. Match Technology
3. Tool Technology
4. General screwdrivers
5. Special screwdrivers
6. General wrenches
7. Socket wrenches
8. Pliers
9. Pipe fitting tools
10. Hand drills
11. Cutting tools
12. Files and planes
13. Hand saws
14. Rules, squares, and levels
15. Meters and gauges
16. Painting tools
17. Micrometers

MIND has recently developed a new system called COATS: Comprehensive Occupational Assessment and Training System. This may possibly have a good deal of applicability for EMRs, but again due to the high level of jobs sampled, and the academic levels needed for self-operation, is inappropriate for TMRs.

Work Sample

1. Drafting
2. Clerical/Office
3. Metal Construction
4. Sales
5. Wood Construction
6. Food Preparation
7. Medical Services
8. Travel Services
9. Barbaring/Cosmotology
10. Small Engines

Living Skills Assessed

1. Reading
2. Writing
3. Speaking/Listening
4. Computation
5. Problem Solving in the following areas:
   a. Consumer Economics
   b. Occupational Knowledge
   c. Health
   d. Community Resources
   e. Government and Law

WREST

WREST is overpriced for the poor quality of products used in the Work Samples. All of the Work Samples would be appropriate for use with TMRs, but could be duplicated in the classroom. Because of the fact that the entire battery must be bought as a unit, and the price is generally $500-$600. The money could be spent developing comparable work samples.

1. Single, Double Folding, Pasting, Labeling, and Stuffing
2. Stapling
3. Bottle Packaging
4. Rice Measuring
5. Screw Assembly
6. Tag Stringing
7. Swatch Pasting
8. Collating
9. Color and Shae Matching
10. Pattern Matching

JEVS

JEVS Work Samples cover a large variety of types of work skills, from one step procedures to complex assemblies. JEVS Work Samples are listed below, designated appropriate and useful for TMRs or not, and rated according to whether or not they could be duplicated in the classroom.

		Appropriate and Useful	Easily Duplicated
1.	Nut, Bolt, Washer Assembly	yes	yes
2.	Rubber Stamping	yes	yes
3.	Washer Threading	yes	no
4.	Budgette Assembly	yes	yes
5.	Sign Making	no	yes
10.	Tile Sorting	yes	yes
11.	Nut Packing	yes	yes
12.	Collating Leather Samples	yes	yes
20.	Grommet Assembly	yes	no
30.	Coupling (Union) Assembly	yes	no
31.	Belt Assembly (leather kits available in stores)	yes	yes
33.	Metal Square Fab. (soldering)	maybe	no
34.	Hardware Assembly	maybe	no
35.	Telephone Assembly	no	no
36.	Large Lock Assembly	no	no
40.	Filing by Numbers	no	yes
41.	Filing by Three Letters	no	yes
51.	Nail and Screw Sorting	yes	yes
52.	Adding Machine	no	no
53.	Payroll Computation	no	no
54.	Computing Postage	no	no
55.	Typing	no	maybe
60.	Resistor Reading	no	no
70.	Pipe Assembly	yes	maybe
80.	Blouse Making	no	no
81.	Vest Making	no	no
90.	Condensing Principle Drawing	no	yes

One of the confinements of JEVS is that the entire Work Battery is to be bought as a unit. Because a TMR program could not use the entire battery, it would be better if they could be in a cooperative program with EMRs, etc., in purchasing the Battery.

VIEWS

VIEWS is a division of JEVS, and is being developed for the purpose of assessing TMRs for jobs found appropriate by the Dictionary of Occupational Titles (D.O.T.) and Peterson & Jones Guide to Jobs for the M.R. (see front page).

Each evaluation has three stages, orientation, demonstration, training and evaluation.

Three types of norms are being established:

1. Industrial norms - MODAPTS
2. Client norms taken at rehabilitation facilities
3. Client norms taken at special education schools

In addition to the skills assessed by each work sample, the following work behaviors are also to be documented:

1. attention span
2. disposition toward repetitive activities
3. willingness to follow instructions
4. neatness
5. reaction to praise
6. reaction to criticism
7. frustration tolerance
8. persistance
9. dependability
10. punctuality
11. retention
12. follows safety precautions
13. attendance

Work Samples	Related to job:
1. Tile sorting	handling
2. Paper cutting	handling
3. Paper collating and stapling	handling
4. Nuts, bolts, washers sorting	handling
5. Nuts, bolts, washers assembly	handling
6. Hardware assembly	handling
7. Stamping	handling
8. Budgette assembly	manipulating
9. Nut weighing	sorting, inspecting
10. Valve disassembly	manipulating
11. Valve assembly	manipulating
12. Mail sort	routine checking and recording
13. Mail count	routine checking
14. Circuit board assembly	manipulating
15. Drill press	tending

SINGER-GRAFLEX

Singer-Graflex Work Samples are self-instructional, audio visual. A high level of academic and comprehension skills are required to complete a unit. The units are more useful for training than evaluation, as jobs related to established norms are too high functioning generally.

Work Samples

1. Basic tools
2. Drafting
3. Electrical wiring
4. Plumbing
5. Woodworking
6. Refrigeration
7. Welding
8. Sales processing
9. Needle
10. Masonry
11. Medical services
12. Soil testing

VALPAR

All VARPAR units are extremely well constructed and sturdy. They would not be easy to duplicate in the classroom. Each work battery may be purchased separately, ranging from $260 - $600 per/unit.

All work samples are useful in measuring the following work behaviors:

-following instructions
-mental stamina
-tolerance
-consistency
-working independently
-reaction to supervision
-as well as measuring the work skills indicated in each work sample.

Note: VALPAR Work Samples were normed on clients being evaluated rather than workers in the job areas. Worker norms are now being developed by VALPAR.

1. Small Tools
   -understanding of and ability to work with small tools
   -designed to force working in difficult physical positions using fingers and hands in very small places
   -work often blocked from vision

   Designed to be related to high level Data and Things jobs, but also related to:
   -feeding, offbearing
   -handling
   -any fine dexterity jobs

   Useful for TMR evaluation and training.

2. Size Discrimination
   -ability to measure visual size discrimination
   -requires physical tolerance
   -requires matching a variety of sized nuts to corresponding bolts in a box

   Related to:
   -fitting, bottling, screwing
   -production line assembly
   -tending
   -feeding, offbearing

   useful for TMR evaluation, but not to practical for repetitious training.

4. Upper Extremity Range of Motion
   - -measures use of shoulder, upper arm, forearm, elbow, wrist, hand
   - -neck and back fatigue
   - -finger dexterity
   - -finger tactile sense
   - -use of two hands

   Related to:
   - -physical stamina jobs
   - -lift/load jobs
   - -sitting work

   Useful for evaluation and training.

5. Clerical Comprehension and Aptitude

   Not applicable due to acddemic skills required.

6. Independent Problem Solving

   Not applicable due to high data level - requires comparisons of a series of abstract designs.

7. Multi-level Sorting
   - -discrimination of color, letter-number combinations
   - -finger dexterity
   - -eye-hand coordination
   - -may be used to measure only color discrimination

   Because of its multi-purposes, possibly the best sorting work sample available to buy if agency does not want to create its own sorting work sample.

8. Simulated Assembly
   - -measures consistent repetitive physical manipulation
   - -bilateral use of upper extremities
   - -eye-hand coordination
   - -consistent speed
   - -rhythm

   Related to:
   - -any conveyor work
   - -injecting, molding, machine tender
   - -liner assembler
   - -machine feeder
   - -packing machine can feeder
   - -conveyor operator
   - -inspecting

   Extremely useful for evaluating and training for the operation of any machine requiring a consistent work rhythm, or increasing any worker's production output.

   A unique and very useful work sample!

9. Whole Body Range of Motion
   -measures gross body movements of trunk, arms, hands, legs, fingers
   -physical agility
   -back fatigue
   -relationship of gross body movement to other manual dexterities

   Related to:
   -manipulating, feeding, offbearing
   -loading
   -lifting
   -reaching

   Useful for evaluation and training.

10. Tri-Level Measurement

    Not applicable due to required academic skills.

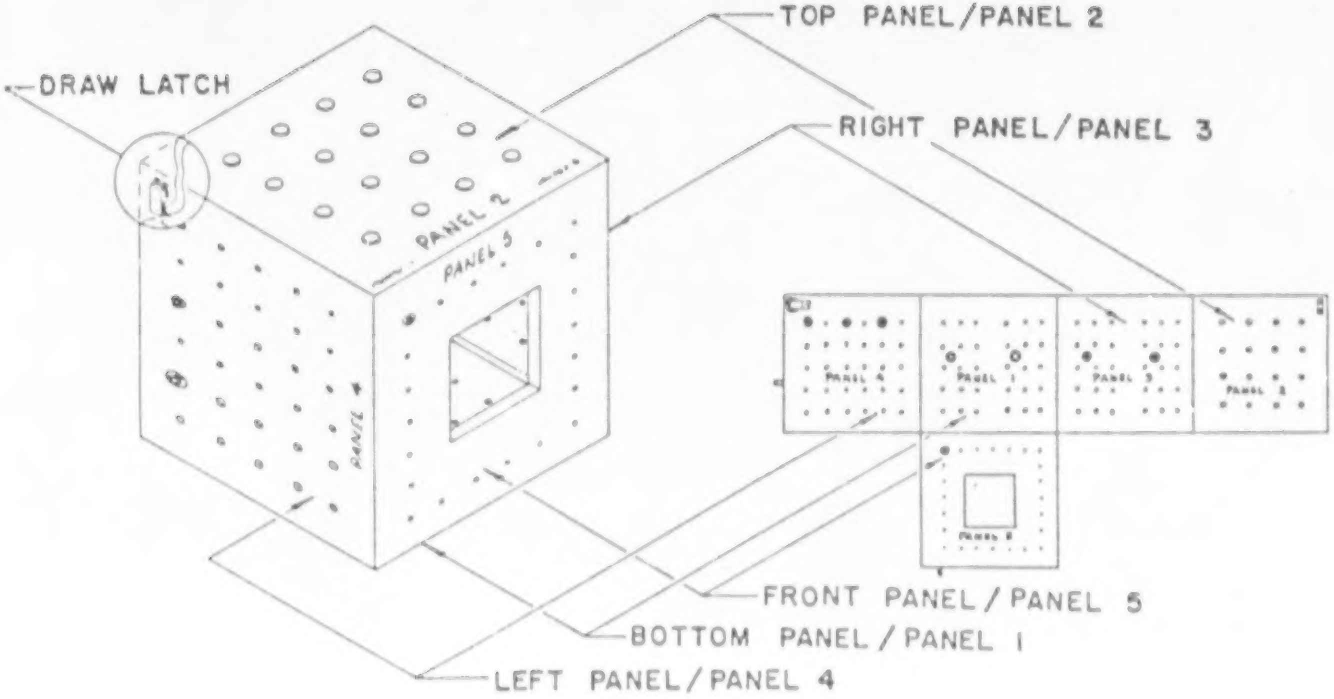
11. Eye-hand-foot Coordination
    -measures eye-hand-foot
    -understanding functional nature of machines
    -visualize relationships of parts
    -spatial discrimination
    -manual dexterity
    -visual acuity
    -physical agility

    Related to:
    -sewing machine operator
    -any manipulating job
    -drill press operator

    Very useful for training!

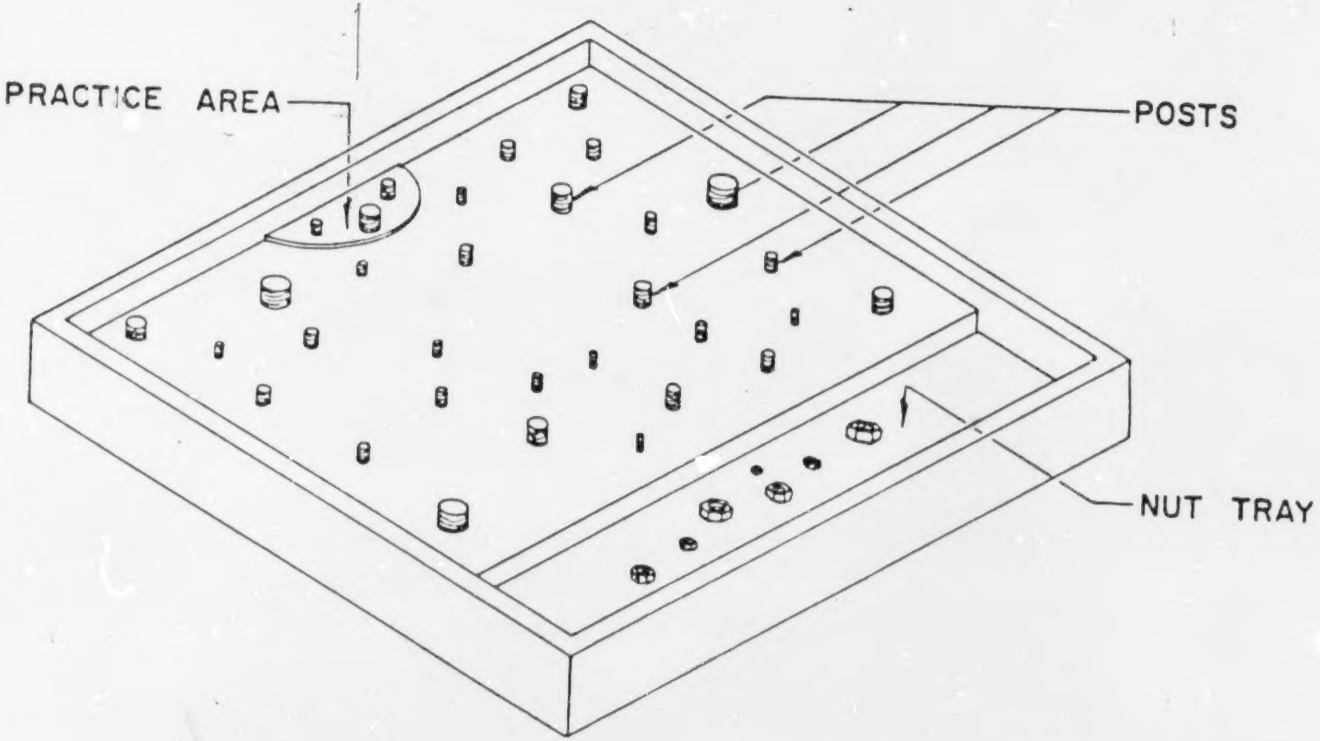
12. Soldering

    Not applicable except in perhaps rare cases.


DRAW LATCH
TOP PANEL/PANEL 2
RIGHT PANEL/PANEL 3
PANEL 2
PANEL 5
PANEL
PANEL 4
PANEL 1
PANEL 3
PANEL 2
PANEL 5
FRONT PANEL/PANEL 5
BOTTOM PANEL/PANEL 1
LEFT PANEL/PANEL 4

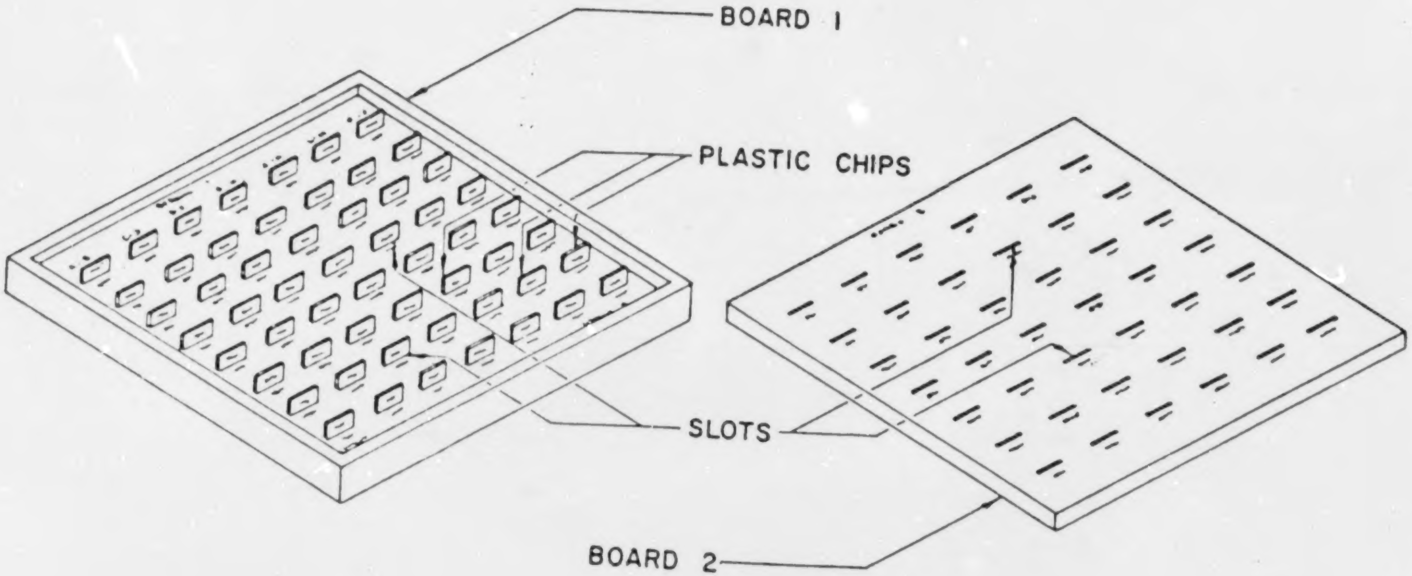
VALPAR COMPONENT WORKSAMPLE No. 1

VCWS 1-74


PRACTICE AREA
POSTS
NUT TRAY

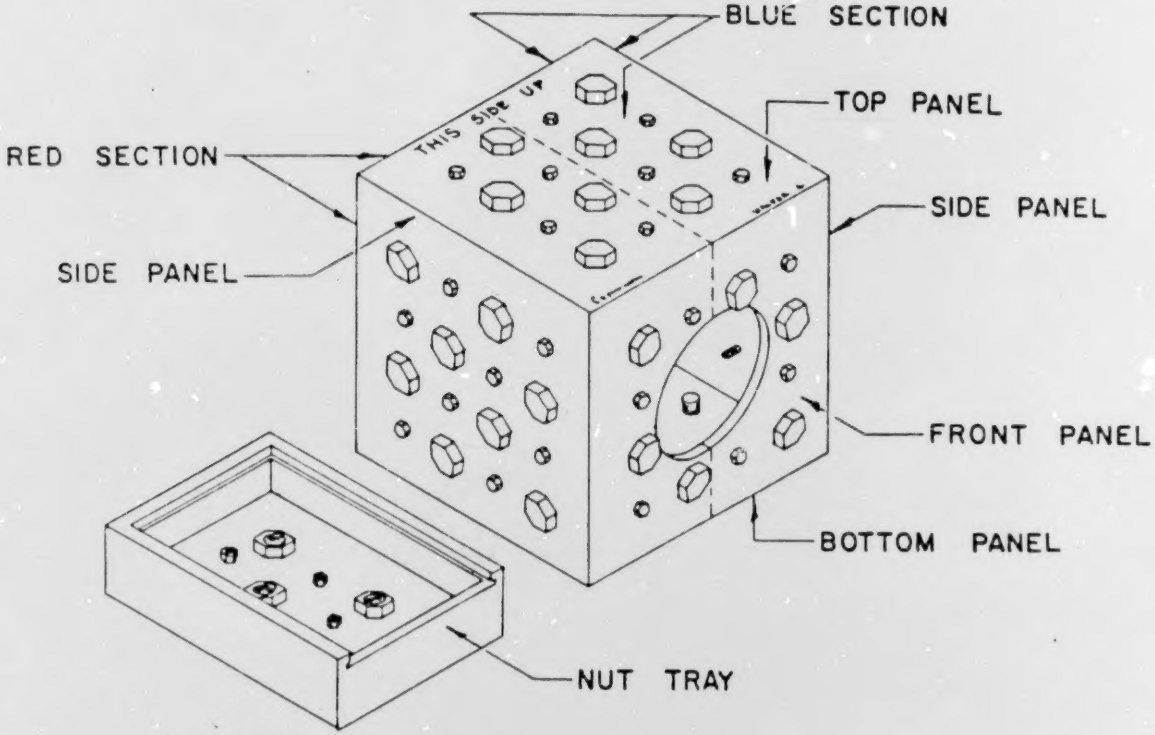
VALPAR COMPONENT WORKSAMPLE No. 2

VCWS 2 - 74


BOARD 1
PLASTIC CHIPS
SLOTS
BOARD 2

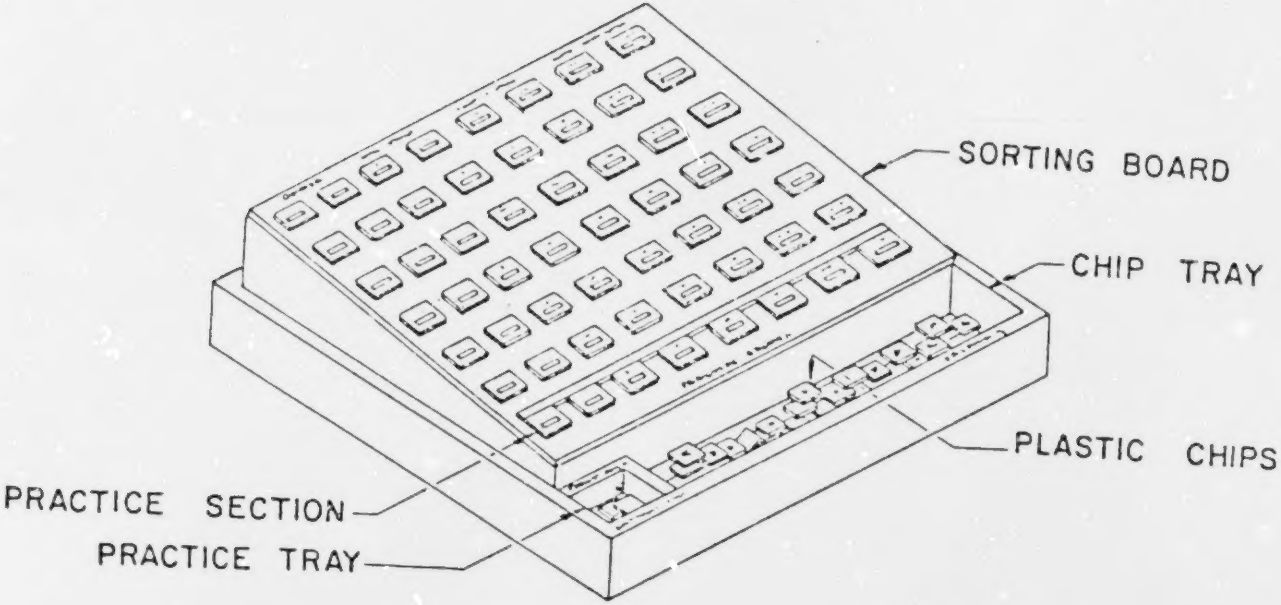
VALPAR COMPONENT WORKSAMPLE No. 3

VCWS 3-74

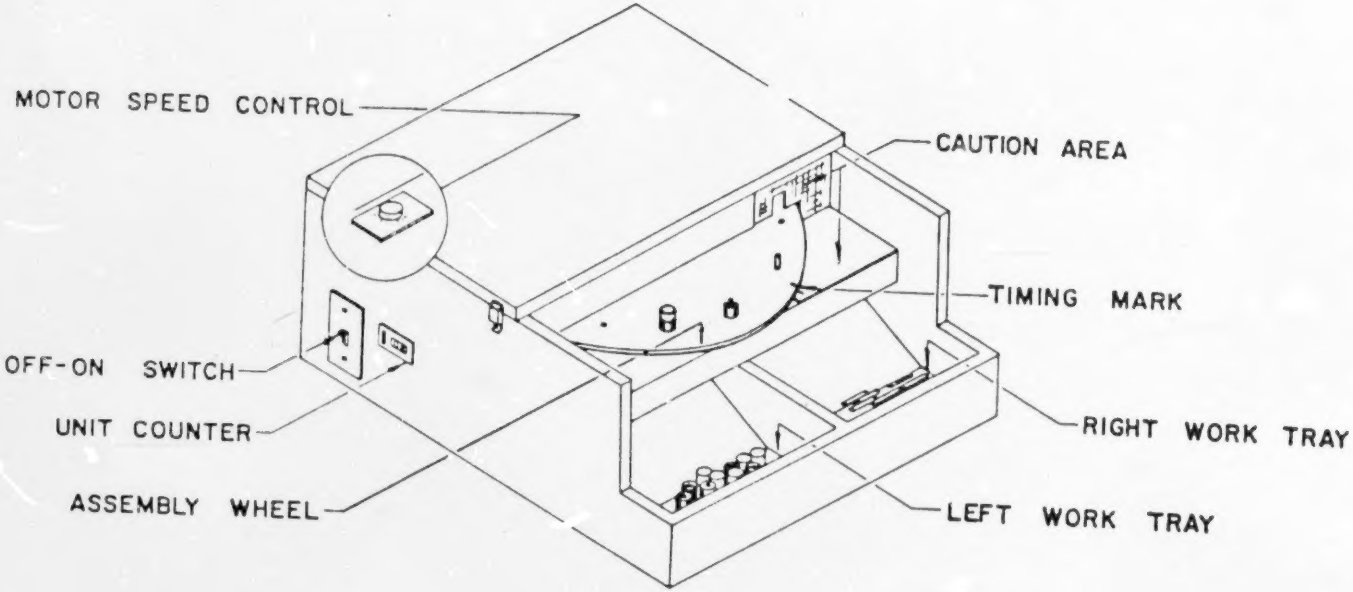

BLUE SECTION
TOP PANEL
THIS SIDE UP
RED SECTION
SIDE PANEL
SIDE PANEL
FRONT PANEL
BOTTOM PANEL
NUT TRAY

VALPAR COMPONENT WORKSAMPLE No. 4

VCWS 4 – 74


SORTING BOARD
CHIP TRAY
PLASTIC CHIPS
PRACTICE SECTION
PRACTICE TRAY

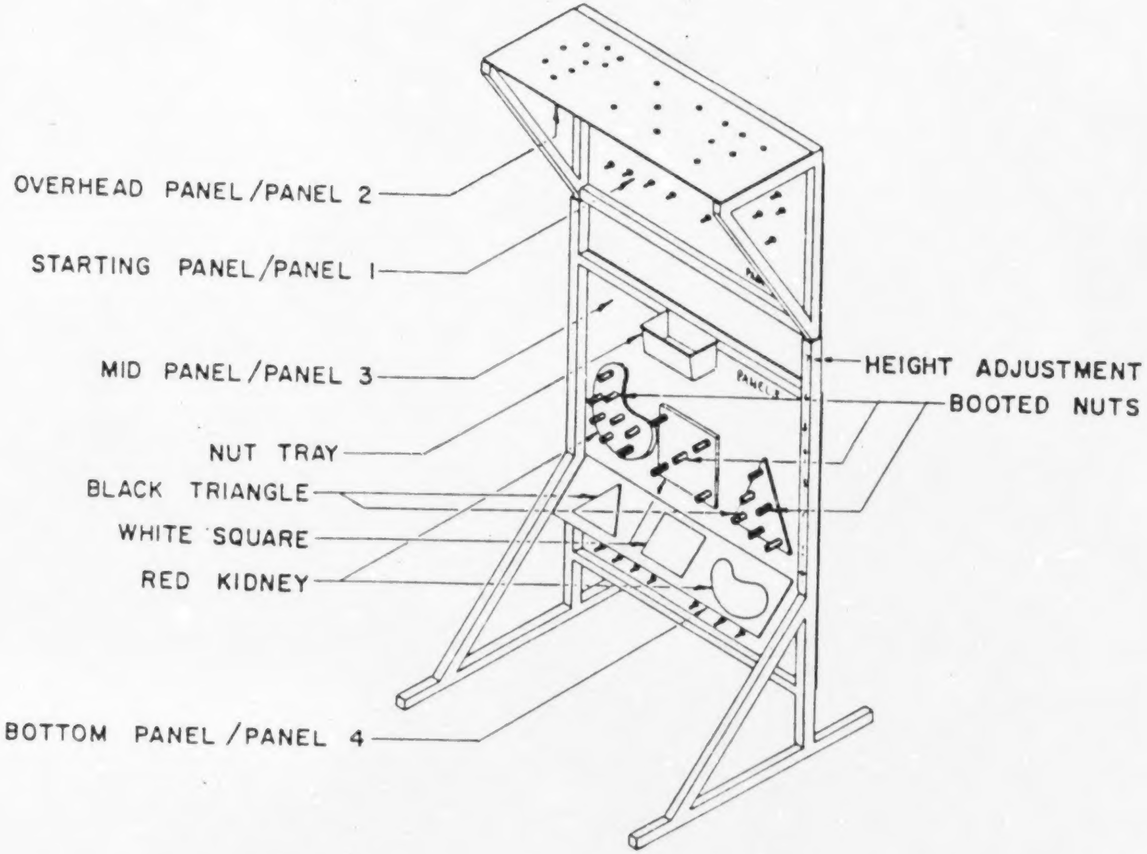
VALPAR COMPONENT WORKSAMPLE No. 7


MOTOR SPEED CONTROL
CAUTION AREA
TIMING MARK
OFF-ON SWITCH
UNIT COUNTER
RIGHT WORK TRAY
ASSEMBLY WHEEL
LEFT WORK TRAY

VALPAR COMPONENT WORKSAMPLE No. 8

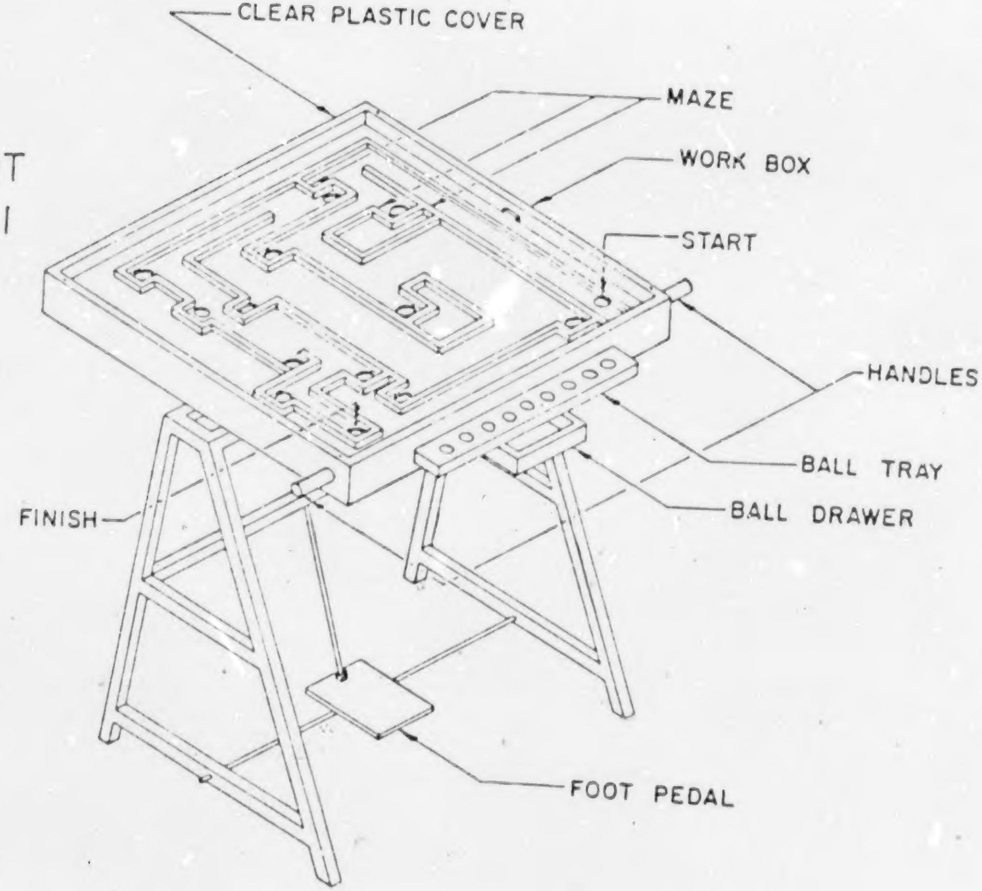
VCWS 8 - 74

All assembled parts are recycled into work trays, so work is continuous.


OVERHEAD PANEL/PANEL 2
STARTING PANEL/PANEL 1
MID PANEL/PANEL 3
NUT TRAY
BLACK TRIANGLE
WHITE SQUARE
RED KIDNEY
BOTTOM PANEL/PANEL 4
HEIGHT ADJUSTMENT
BOOTED NUTS
PANEL 3

VCWS 9 - 74 VALPAR COMPONENT WORKSAMPLE No. 9

VALPAR COMPONENT WORKSAMPLE No. 11


CLEAR PLASTIC COVER
MAZE
WORK BOX
START
HANDLES
BALL TRAY
BALL DRAWER
FINISH
FOOT PEDAL